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ABSTRACT

Description and evaluation of services offered by the Career Center at Imperial Valley College, a community college located in southeastern California, is reported in this document. (The college serves a large percentage of disadvantaged students, predominantly Mexican-American.) The evaluation report includes discussion of the following areas: Geographic description of Imperial County, demographic information, economic/employment status, problems encountered by disadvantaged students, Imperial Valley College statistics on student population, philosophy and goals of career education, career center and staff, career center media, major media description, interaction with faculty, interaction with students, interaction with the community, interaction with counseling staff, evaluation of career center media, evaluation of student use, and evaluation of Psych 8/HR 8 (a three-unit structured course in career planning). Appendixes contain materials used in activities and the administration of the Career Center, i.e., career planning model, course outlines (Personal and Career Development and Career Guidance Theory and Practice), and information on the filmstrip program. (TA)

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ED142705

EVALUATION OF CAREER COUNSELING AND THE CAREER CENTER PROGRAMS AT IMPERIAL VALLEY COLLEGE AND EXTERNAL CAMPUS

Submitted To:

Reuben O. Lopez, Director
Imperial Valley College
External Campus

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Submitted By:

Jack R. Javens, Career Counselor
Imperial Valley College

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April 21, 1977

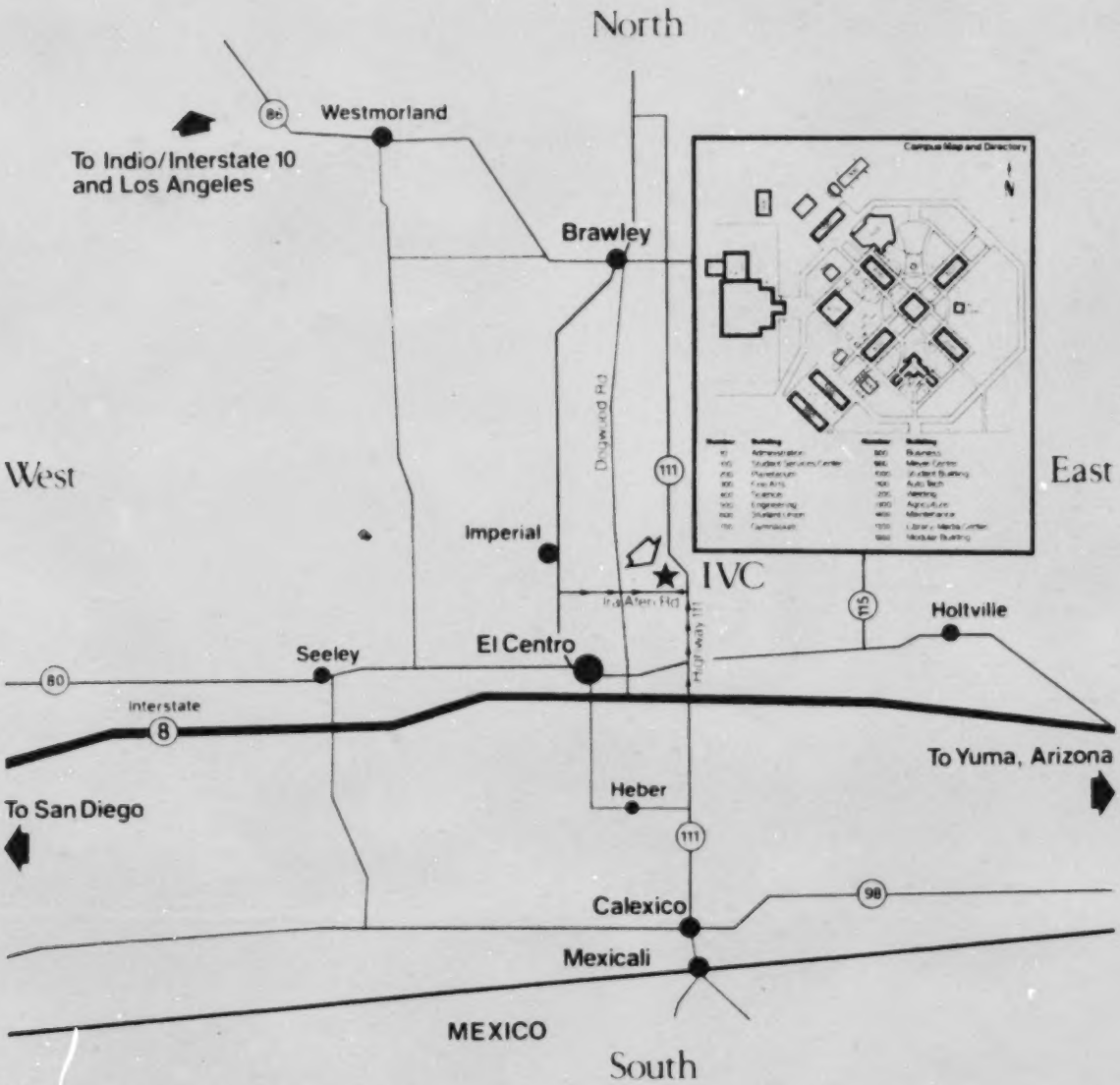
CE 011 437

IMPERIAL VALLEY COLLEGE
Location and Campus Map

Coming to Imperial Valley College from San Diego on Interstate 8 Exit Interstate 8 at State Highway lll (north). Continue north to Ira Aten Road.

Turn left onto Ira Aten Road. The college is located at the corner of Highway lll and Ira Aten Road.

The entrance to the campus parking lot is a right turn off Ira Aten Road. VISITORS parking spaces are at the immediate right after entering the parking lot.



EVALUATION OF CAREER COUNSELING AND THE CAREER CENTER PROGRAMS
AT IMPERIAL VALLEY COLLEGE AND EXTERNAL CAMPUS

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I. Geographic Description - Imperial County

Imperial County, which constitutes the Community College District served by Imperial Valley College, is the ninth largest county in the State of California. It encompasses 4,284 square miles. Located in southeastern California, the county is bordered by Riverside County to the north, San Diego County to the west, Mexico to the south, and Arizona to the east. Mountain ranges and desert isolate the area geographically. San Diego, a distance of 105 miles west, is the nearest metropolitan area for the main population of Imperial County.

Although Imperial County is located in a vast desert valley, over one half million acres have been reclaimed for agricultural production by means of an extensive irrigation system. Without agriculture, the entire area would undoubtedly revert to a largely unpopulated desert wasteland.

II. Demographic Information

The current population of Imperial County is estimated at 83,676 (February 1, 1975 Special Census), of which 59,374 (71 percent) are distributed among 7 incorporated cities ranging in population from 1,417 in Westmorland to 21,295 in El Centro.

Minorities comprise 53 percent of the Imperial County population. This figure represents the highest concentration of minorities in a county in California. Of the total, 47 percent are Mexican-American, 3 percent are Black, 2 percent are American Indian, and 1 percent are other minorities.

Out-Migration of Young People from Imperial Valley

Census data indicated a significant loss of people from the County in the 15-29 year age level from 1960 to 1970. This is basically due to the highly depressed economic conditions in Imperial County, which is further aggravated by the current economic slowdown. Unfortunately, these young people who migrate to metropolitan areas in search of a more fulfilling lifestyle are often sorely disappointed to find that they are not qualified to obtain employment which would permit upward mobility. Educational opportunities and technical training would increase their ability to acquire meaningful employment in any geographic area, as well as upgrading the total situation in the County by the principle of supply and demand.

The Migrant

According to reports compiled by the Imperial County Superintendent of Schools Office, Imperial County has the highest ratio of migrants per capita in the State of California. Presently, an estimated 3,000 active migrants (those who move every year) and 2,000 inactive migrants (those who formerly moved every year, but have not moved in the last 12 months) reside in Imperial County. This represents 16-1/2 percent of the total

population.

The high migrant population is decisively related to the proximity of the Mexican border. This factor encompasses a large number of Mexican immigrants who have made Imperial County their home base. According to the Migrant Education Office in Imperial County, 90-95 percent of the migrants are of Mexican heritage. They have entered the farm labor market to satisfy their need for immediate employment and they are accepted in this capacity to fill the needs of the agricultural community. Migrants are classified in two classes: those who follow the crops within California and those who follow the crops to other states while maintaining their base in California.

While 85 percent of the migrants remain within California throughout the entire year, both classes share certain characteristics. Thirty-five percent are monolingual (speaking only Spanish). Most are poorly educated and unskilled. All share the goal of achieving an improved lifestyle. Most are prevented from achieving their goal by the inability to survive and to acquire knowledgeable skills necessary for integration into and/or compatibility with the new culture.

III. Economic/Employment Status

The majority of employment available in Imperial County is either directly or indirectly related to agriculture. Many jobs offer very low wages which are insufficient for sustaining a standard of living above

the poverty level.

Although the average family consists of 7 members, approximately 70 percent of all families have a yearly income below $7,500. In many cases, this income is provided not only by working parents, but by children who are old enough to be employed in the fields or in other non-skilled, low-paying positions. Often, survival depends on the ability of every family member to earn money.

There are limited jobs available in technical, trade, professional, and service areas, and frequently the lack of education and training are a barrier to such employment. Other barriers are discriminatory practices in hiring and promotion, distance from available jobs compounded by the lack of public transportation, and language difficulties.

Imperial Valley agriculture mechanization further compounds the problem of available employment for the migrant. Agricultural employment dropped to 8,950 in December, 1976 from 9,150 the previous month. Decreased labor requirements in lettuce, broccoli, and melon crop activities accounted for most of the drop. This drop factor can be attributed to the increasing use of mechanization in harvesting these crops. Compared with December, 1975, the number of farm workers was 1,600 lower with a large share of the contraction occurring in lettuce activities which have experienced a high introduction of harvesting mechanization.

The following statistics provide a sampling of the employment and economic situation prevalent in Imperial County.

1. Unemployment: The United States Department of Labor classifies Imperial County as one having substantial unemployment. This is evidenced by the extremely high unemployment rates of 19.2,

21.6, and 19.0 percent for the months of July, August, and September, 1976, respectively. Unemployment remained high during the remainder of 1976. During the first trimester of this year, unemployment has ranged from a high of 12.8 percent in February to a low of 11.8 percent in January (see Appendix A - Imperial County Labor Market Bulletin).

2. Job Displacement: Approximately 27 percent of the unemployed are qualified only for low-paying jobs directly related to agriculture.

3. Manpower Needs: 17,750 persons in Imperial County are estimated to be in need of Manpower services for the fiscal year 1976-77. This number represents an increase of 3,100 over the previous fiscal year. Slightly more than 2/3 of the applicants were of minority groups, and more than half were classified as economically disadvantaged. Of those in need of services, 74 percent are Mexican-American, 22 percent are White, 3 percent are Black, and 1 percent are other minorities.

4. Services for American Indians: Excluded in the above data are 1,600 American Indians of the Quechan Tribe who live on a reservation in isolated and impoverished conditions in a southeastern corner of the County. Their current unemployment rate is reported at 24 percent, and they represent an

untapped population in dire need of educational and supportive services to enable them to enter the mainstream of economic and social endeavors.

5. Welfare Needs Highest in California: In January, 1977, the Imperial County Welfare Department had a caseload of 1,537 in the cash grant category of the Aid for Dependent Children (AFDC) Program. The caseload was 147 in the unemployment category, 1,563 in the medical category, and 1,146 in the food stamp program. The total caseload of 4,393 in the five categories represents over 11,000 persons, or 13 percent of the County population. Imperial County has a higher proportion of residents receiving welfare than any other county in California.

6. Recent Economic Crisis - Flood: In September, 1976, Imperial County was declared a federal disaster area due to extensive damages caused by Hurricane Kathleen. Assessed damages for the three adjacent counties of Imperial, San Diego, and Riverside totaled $63 millions; of this amount, $53 million of the damages occurred in Imperial County. In the private sector, destruction of residential homes left numerous families unsheltered and homeless, particularly in the heavily devastated Ocotillo vicinity. About 450 fewer farm workers were employed in September, 1976, than a year ago, which reflects the effects of the recent hurricane that slowed preharvesting activities

in sugar beets and lettuce. Continued drops in farm worker employment were evident from November and December 1976 and attributable to storm damage. During November, 1976, the number of farm laborers employed was down 1,725 from last year's level. Transportation coordinates such as railroad tracks, trestles, bridges, and roads were completely destroyed by flood waters. Preliminary damages estimated between $1 million and $1.25 million in repairs. Disrupted access routes in and out of the Valley have sharply curtailed commercial traveling and railroad transportation which are primary means of local agricultural shipping and of retail supply for local merchants.

7. Recent Economic Crisis - Peso Devaluation: In September, 1976, the Mexican peso was freed to float in the world money market in an effort to stabilize Mexico's economy. The Mexican shopper who spends millions annually in Calexico and other Valley cities, now pays almost double for American goods. This, in turn, has substantially affected the growth of employment and retail sales in the Imperial Valley. In Calexico there have been mass layoffs and cuts in hours worked. As the American dollar, after devaluation, buys more pesos, shopping became more attractive in Mexicali than in Calexico. Before devaluation, the Mexican peso comprised about 50% of the exchange currency used in retail sales in Calexico. As the peso continues to lose between 40 and 50 cents to the American dol-

lar, many Valley banks (Brawley Bank of America, United California Bank and Crocker Bank) and merchants have refused to accept Mexican currency. Local Calexico merchants such as S.H. Kress reported a business of 50%; Inter-Cal reported a 90% decrease; and Fed-Mart checkstands appear void of their usually teeming Mexicali shoppers. This dramatic shift in the financial status of the Valley economy may qualify the area for federal Title II funds which are available to economically depressed areas.

IV. Problems Encountered by Disauvantaged Students

It is apparent that a large percentage of students evolving from the local environment will encounter difficulty in achieving any goals of a financially reqarding or self-fulfilling lifestyle. The cycle appears to be self-perpetuating.

The majority of disadvantaged students at Imperial Valley College are ethnic minorities, predominantly Mexican-American. Many of their problems stem from this fact. Emphasis will be on the problems associated with the Mexican-American. However, it should be recognized that disadvantaged Anglos and other minority students share many of the same disadvantages. These include a literacy problem based on inadequate utilization of educational opportunities which would afford a strong verbal and written language aptitude.

Many of the local disadvantaged students are recent immigrants or removed by only a generation from immigrant status. Thousands of legal Mexican immigrants from the Mexicali, Mexico metropolitan area enter the United States in hopes of improving their living conditions. Many reside in the border area of Imperial County to become familiar with the American way of life and to assimilate into the new culture. However, faced with an acute language problem and lack of technical ability and skills which would enhance employment prospects, they find themselves trapped in a poverty situation. These persistent poverty conditions breed unemployment, underemployment, low wages, and a correspondingly small district tax base. Imperial Valley College exists as one of the few agencies for prospects of upward mobility.

Self-Esteem

While the disadvantaged student, especially the Mexican-American has a number of specific problems, perhaps the hardest with which to cope is his poor self-image. The Imperial Valley student stems from a family whose total effort is focused on subsistence. When he enters the public school system, he is unable to compete academically or socially with middle-class classmates. From his earliest encounters with outsiders, he is most often misunderstood and usually scorned for his deprived conditions. He faces overt or covert prejudice against his color, language, economic and social status, and values.

It is essential that this type of student receive expert, perceptive guidance and support. He must learn to see himself as an able, worthwhile individual who can establish realistic goals, blend inherited cultural values within the new culture, learn communicative skills, and acquire the confidence

and self-image required to successfully negotiate the various aspects of his education.

Financial

The pressure of family financial responsibility is a heavy burden for many. In choosing to pursue their education for a brighter future, they accept the guilt of extending the abject poverty under which the family exists.

The only solution to his problem is providing financial aid and assistance in part-time job placement at Imperial Valley College where hours are flexible to permit class attendance.

Academic

It is common for the disadvantaged student to reach Imperial Valley College without an adequate academic background in reading, math, and communication skills. Prior school experience has been marked by high absenteeism due to shouldering family responsibility as babysitter or wage-earner, by insufficient mastery of the English language hindering absorption of material presented in class, and by the attitude that he is somehow incapable of achieving.

In addition to remedial and developmental courses geared to developing the skills, it will be essential to reach the core of the educational process: the interaction between the instructor and the student. It is truly through this interaction that the school system makes its major impact on the student. To improve the quality of schooling, it is necessary to provide instructor training which will improve the interaction between the student and the instructor.

Physical Handicaps

Although valiant efforts are made in Imperial County to provide meaningful assistance for physically handicapped persons, resources are inadequate to meet the needs of individuals coming from a disadvantaged environment. Imperial Valley College has certified 286 students having physical limitations.

V. Imperial Valley College Statistics on Student Population

The college has served the residents of Imperial County for over 50 years, while growing from two small colleges organized by high school districts, to a county-wide community college district. The College is located at the district's population center to equitably serve all persons within its jurisdiction.

Intensive recruitment programs, targeting Mexican-Americans, have been implemented during the last four summers. Recruiters make every effort to familiarize potential students with educational opportunities, support services, financial assistance, counseling services, and registration procedures. Success of recruitment efforts is evidenced by the following statistics:

Full-Time (12+ units) Students

	Oriental	Black	American Indian	Spanish Surname
1968	36 - 3%	60 - 5%	12 - 1%	352 - 30%
1975	24 - 1%	100 - 5%	14 - 1%	992 - 45%

Of students enrolled part-time (less than 12 units) this past school year, there were 34 American Indian, 60 Black, 43 Oriental, and 847 Spanish surnamed. The total minorities enrolled at Imperial Valley College was 2,090 and the Anglo-American enrollment was 2,233. During the fall, 1975, minorities comprised 52 percent of the full-time enrollment, 38 percent of the part-time enrollment, and 44 percent of the total enrollment.

VI. Philosophy and Goals of Career Education

Previous data in this analysis will support the unique needs in Imperial Valley for a concentrated effort to provide training opportunities, career counseling, job-hunting skills programs, and placement services for the community. The minority population, economically and educationally disadvantaged have had little opportunity heretofore to develop marketable talents. Unemployment is at an all time high, technological displacement is a reality, and public schools are fighting to maintain their standards in facilitating survival skills.

In an attempt to intervene in this process, Imperial Valley College and the External Campus hired a Career Counselor and developed a Career Center with associated programs to help make the Community's preparation for the world of work a reality. Kenneth Hoyt, Commissioner - Office of Career Education, stated that career education for the disadvantaged has to date generally been a matter of over-promise and under-delivery. If we are to do better, one must take a realistic look at the promises and

problems of career education and some of the assumptions of the process. A summary of Dr. Hoyt's challenge, presented at the Wingspread Conference at the Johnson Foundation in Racine, Wisconsin, 1974, is offered to support the goals and philosophy at Imperial Valley College in this vital area of career education.

> As a process, career education follows the model of career development. This model envisions a sequence involving, in a progressive manner, (a) career awareness; (b) career exploration; (c) career motivation; (d) career decision-making; (e) career preparation; (f) career entry; and (g) career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process.
>
> Career awareness aims to acquaint the individual with a broad view of the nature of the world of work - including both unpaid work and the world of paid employment. That world cannot, for most minorities, be seen in its entirety in their immediate neighborhood. More basic, that world is not known clearly to many of their teachers and counselors nor to their parents. Problems here are pervasive in most of the public schools.
>
> Career exploration seeks to help individuals consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry. To be effective, career exploration must be more than a vicarious experience. If minority and low-income students are to leave their neighborhoods to explore the world of work first-hand, it is vital that they see some persons in the world who are products of low-income neighborhoods. If this cannot be accomplished, career exploration may be more self-defeating than productive.
>
> Career motivation concerns itself with work values and centers around helping the individual answer the question

"Why should I work?" If persons from a very low-income family are asked whether they value "making money" or "helping people" more, it should not be surprising if they choose economic over more subjective values. Money, as a sole motivational base, presents one from developing long-term self-sustaining motivational patterns. Unless minorities and the disadvantaged can be given such a broader motivational base, they cannot be expected to strive toward full career development.

Career decision-making seeks to help the individual answer three questions: (1) what is important to me; (2) what is possible for me; and (3) what is probable for me? We have been more successful in demonstrating probable failure than possible success. Career decision-making, for minority and low-income students cannot be based simply on increasing self-understanding and understanding of occupational opportunities. Unless it is accompanied by understanding of how to take advantage of such opportunities, it is likely to be more frustrating than helpful in its results.

Decision-making is preceded by indecision. It isn't terribly serious to remain occupationally undecided if your father owns the factory. However, for the minority and low-income citizens who have immediate economic needs, occupational indecision is a very serious matter indeed. Unless high quality career decision-making assistance is available, pressures of time will continue to force many to settle for lower levels of occupational aspiration than they should.

Part of career decision-making leads to occupational preparation programs. Problems of the disadvantaged are particularly serious in this area of career development. It is obvious that long-run problems of minorities are dependent, in part, on more minority persons assuming community leadership roles - and that such roles are, at present, largely being taken by college graduates. Thus, there is an absolute necessity for encouraging

more minority and low-income persons to attend college. If career education goals are to be met, college attendance will be seen as preparation for work - not simply for a degree. Too many people seem still to be regarding the college degree as an end in itself rather than as a means to an end.

While recognizing and emphasizing the great need for more minority persons to become college graduates, it would be both tragic and unfair to fail to emphasize post high school occupational preparation programs at less than the baccalaureate level. There can be no freedom if the full range of possible vocational preparation choices is not made available for choice. Career education cannot ignore or play down opportunities in vocational education for minority and low-income persons simply because more such persons should be going to college. Instead, the widest possible range of educational opportunities must be freely available for choice on the part of all minority and low-income students along with the financial aid necessary for implementing whatever choices such individuals make.

Finally, the continuing problems minority and low-income youth face in career entry and progression must be recognized. In recent years, a great deal of attention has been focused on helping such youth solve problems of career entry. Problems of career progression and advancement are equally important. If career education does not assume an active role in working with others to solve such problems, it will not have been beneficial, to the extent it has promised to be, for the educationally and culturally disadvantaged.

VII. Career Center and Staff

The Career Center

The Career Center is located in the heart of the IVC campus - the Student Services Center. In contrast to other centers that may be hidden behind walls or otherwise inaccessible, ours is completely open and in the crossroads of student activity (see Appendix B - Student Services Center Pamphlet).

The Career Center is open to students, faculty, and members of the community, regardless of their status or affiliation, sixty-five hours a week. It houses a multi-media of career information and decision-making devices in a warm non-threatening atmosphere. No appointments are necessary to use the Center. No charges are levied for any service, including counseling, testing, and photocopying.

The Career Center also maintains career information in the IVC Van which is located at the External Campus Office. This mobile unit provides supportive services to the general community. It is staffed twenty hours a week by an instructional specialist and a paraprofessional.

Career information and curriculum pamphlets are provided for each of the County's seven High Schools in individual pamphlet racks. This gives the Career Center Staff additional opportunities to interact with public school counselors.

The Career Center Staff

The Career Center Staff is comprised of a full-time career counselor, a full-time career lab technician, and a part-time student worker. This

unit reports to the Dean of Counseling Services. The Career Center Staff also works closely with the Director of the External Campus and the Director of Financial Aid and Placement Services in a coordinated programming effort. Various College and community agencies refer students to the Center and the Center in turn refers students to these same agencies (see Appendix C - Career Center Services Interaction Model).

VIII. Career Center Media

Because of the diverse nature of the student body and the citizens of the community, the multi-media for the Career Center was acquired that reflected both accurate and relevant information. An attempt was made to obtain materials that were motivational as well as descriptive. Countless professional organizations, corporations, and government agencies were contacted for free career literature (see Appendix D - Letter). This unbound material is filed and indexed according to the California Plan in highly visable, easy access file drawers (see Appendix E - California Plan for Filing Unbound Career Information).

Private vendors of career information media were contacted for catalogs and descriptives (see Appendix F - Letter). Equipment, media, and information systems were purchased for student use. The Center also maintains a current supply of various college catalogs which may be used in the Center or taken home on a sign-out basis. The following charts are an inventory of the media.

Equipment Inventory, April 1977

MEDIA	MANUFACTURER	VENDOR	IVC EQUIPMENT #
Filmstrip/Cassette Viewer	Dukane	Photo and Sound Co. San Diego, California	4144
Filmstrip/Cassette Viewer	Dukane	Photo and Sound Co. San Diego, California	4145
Filmstrip/Cassette Viewer	Dukane	Photo and Sound Co. San Diego, California	4146
Microfiche Reader Vantage X-1	3-M	3-M Business Prod. Sales San Diego, California	4178
Microfiche Reader Vantage X-1	3-M	3-M Business Prod. Sales San Diego, California	4465
Microfiche Reader-Printer 400F	3-M	3-M Business Prod. Sales San Diego, California	4466
View Deck	Chronicle Guidance	Chronicle Guidance Moravia, New York	4480
View Deck	Chronicle Guidance	Chronicle Guidance Moravia, New York	4481
View Deck	Chronicle Guidance	Chronicle Guidance Moravia, New York	4482

Publications Inventory, April 1977

PUBLICATION	DESCRIPTION	VENDOR
California Occupational Preference Survey	Interest Inventory	E.D.I.T.S. San Diego, California
Strong Campbell Interest Inventory	Interest Inventory	Consulting Psychologists Press Palo Alto, California
Self Directed Search	Interest Inventory	Consulting Psychologists Press Palo Alto, California
Kuder Occupational Interest Survey	Interest Inventory	Science Research Association Chicago, Illinois
Occupational Microfile	Occupational Microfiche Library	Chronicle Guidance Moravia, New York

PUBLICATION	DESCRIPTION	VENDOR
VIEW Program	Occupational Microfiche Library	Dept. of Education San Diego, California
Occupational Library	Career Monographs	Chronicle Guidance Moravia, New York
California Occupational Guides	Career Monographs	E.D.D. Sacramento, California
Ventura County Briefs	Career Monographs	Dept. of Education Ventura County, California
College View Decks (3)	College Decision Making	Chronicle Guidance Moravia, New York
Occupational View Decks (3)	Career Decision Making	Chronicle Guidance Moravia, New York
Finding and Getting a Job	6 Filmstrips/cassettes	Society for Visual Education Chicago, Illinois
Livelyhoods	16 Filmstrips/cassettes	Houghton-Mifflin Palo Alto, California
Pathescope Educational Films	60 Filmstrips/cassettes	Pathescope Educational Media New Rochelle, New York
COED Text	Psych 8/HR 8 Student Text	Occupational Awareness Los Angeles, California
Counselor 3 in 1 Service	Subscription - 1 year Professional Literature	Chronicle Guidance Moravia, New York
Counselor Information Service	Subscription - 1 year Professional Literature	B'Nai Brith Washington, D.C.
Career Education Digest	Subscription - 2 years Professional Literature	Educational Properties Inc. Irvine, California
Occupational Outlook	Subscription - 1 year Professional Literature	Supt. of Documents Washington, D.C.
Careerism/Buyerism	Subscription - 2 years Student Career Information	WWWW Rochester, New York
Career World (15)	Subscription - 1 year Student Career Information	Curriculum Innovations Highwood, Illinois
Career Education Wall Charts	Posters (15)	Garrett Park Press Garrett Park, Maryland

PUBLICATION	DESCRIPTION	VENDOR
COPS Career Clusters	Posters (14)	EDITS San Diego, California
Career Education Posters	Posters (30)	Ventura School District Ventura, California
Getting a Job	Posters (16)	Career Publications Orange, California
Occupational Outlook Handbook	1976-77 (10)	Supt. of Documents Washington, D.C.
Vocational Guidance Manuals	Career Library (41)	Vocational Guidance Manuals Louisville, Kentucky
Career Opportunities for Technicians	Career Library (5)	J.G. Ferguson Co. Chicago, Illinois
Encyclopedia of Careers	Career Library (2)	Garrett Park Press Garrett Park, Maryland
Directory of Special Programs for Minorities	Reference	Garrett Park Press Garrett Park, Maryland
Employment Opportunity for Minority Graduates	Reference	Garrett Park Press Garrett Park, Maryland
Directory of National Trade and Technical Associations	Reference (2)	Garrett Park Press Garrett Park, Maryland
Planning for Career Options	Career Book - Women	Catalyst New York, New York
Have You Considered Accounting	Career Book - Women	Catalyst New York, New York
Matching Technicians to Jobs	Career Book	Simon & Schuster New York, New York
Matching College Men to Jobs	Career Book	Simon & Schuster New York, New York
Matching College Women to Jobs	Career Book	Simon & Schuster New York, New York
The College Graduate Guide to Job Finding	Career Bood	Simon & Schuster New York, New York
Women's Guide to Management Positions	Career Book	Simon & Schuster New York, New York

PUBLICATION	DESCRIPTION	VENDOR
Employment Opportunities after 60	Career Book	Simon & Schuster New York, New York
Employment Opportunities for the Handicapped	Career Book	Simon & Schuster New York, New York
Why and How to Prepare an Effective Resume	Career Book	Simon & Schuster New York, New York
Resumes for Better Jobs	Career Book	Simon & Schuster New York, New York
Career Development for the College Student	Career Book	The Carroll Press Cranston, Rhode Island
Counselor's Handbook	Career Book	The Carroll Press Cranston, Rhode Island
The Second Time Around	Career Book	The Carroll Press Cranston, Rhode Island
Resume Workbook	Career Book	The Carroll Press Cranston, Rhode Island
Career Guide to Professional Organizations	Career Book	The Carroll Press Cranston, Rhode Island
Baron's Profiles of American Colleges	Volumes I - II	Baron's Educational Series Woodbury, New York
I Can Be Anything	Career Books - Women (2)	C.E.E.B. Princeton, New Jersey
Career Guidance: Ginsberg	Professional Reference	Educational Properties Inc. Irvine, California

IX. Major Media Description

Some of the larger information systems and equipment of the Center warrant elaboration and description of use. Their Selection involved many hours of preview, significant cost, and program integration. They are:

1. Occupational Library (Chronicle Guidance)

   An up-to-date, continuously revised collection of over 650 pieces of career information with associated retrieval system. It is designed as a complete career resource with easy access and is housed in its own portable, two-drawer cabinet. The Library is alpha/cross-referenced with the D.O.T.

2. Occupational Microfile (Chronicle Guidance)

   A microfiche duplication of Chronicle's Occupational Library, captured on 60 individual fiche, is housed in a handy metal file box. These fiche may be viewed and/or copied on the readers or reader-printer. These systemitized monographs are updated periodically and are alpha/cross-referenced with the D.O.T. and fiche number.

3. Lighted Viewers (3) (Chronicle Guidance)

   Metal cased electric devices faced with plastic viewing surfaces to be used in conjunction with the College View Decks and Occupational View Decks.

4. College View Decks (3) (Chronicle Guidance)

A systemitized decision-making device facilitating college selection using a series of filter cards. These cards contain criteria such as geographic area, college majors, cost, type of control, size of enrollment and other variables. A student is provided with a set of instructions, worksheets, and a cross-reference to identify selected colleges.

5. Occupational View Decks (3) (Chronicle Guidance)

A decision-making device consisting of filter cards to enable a student to reach a realistic career choice. These cards contain criteria such as interests, temperaments, educational goals, working conditions, and physical requirements.

6. Microfiche Reader-Printer (3-M Company)

This microfiche reader allows students to select career information from either the Occupational Microfile or VIEW Program and to print selected pages from these filmed monographs.

7. Microfiche Readers (2) (3-M Company)

These readers enable a student to scan microfiche career material through a lighted viewer. Often, students are more highly motivated using this approach than reading standard printed material.

8. VIEW Program (San Diego Department of Education)

San Diego County career information is provided on IBM cards containing microfiche apertures. This service is free and is constantly updated. Over 500 jobs are examined in this system. Information is provided regarding job description, skills necessary, training required, local training available, career outlook, prospective employment contacts and self-assessment checklists.

9. Filmstrip/Cassette Viewers (2) (Singer)

These automatic career sound filmstrip viewers are used extensively by students who wish additional, more subjective approaches to familiarization with the world of work. On site visits plus interviews with field professionals provide students with vicarious experiences invaluable in career decision making.

10. Filmstrip/Cassette Projector (Dukane)

To facilitate group career discussion, a variety of filmstrips are screen projected. This experience is available in lieu of guest speakers to represent a career cluster.

11. Livelyhoods Filmstrip/Cassettes (16) (Occupational Awareness)

A series of 16 career awareness filmstrips which is cross-referenced with the USOE Career Cluster Concept. These are photographed in color with cassette soundtrack and provide a

comprehensive overview of occupations in each cluster. Each is approximately 15 minutes in length.

12. Pathescope Films (60) (Pathescope Educational Films)
A series of 60 color filmstrips with automatic cassettes that contain two programs in each of 30 career areas. Each program is approximately 20 minutes in length and provides real insight into many of the parameters of a career decision.

13. Ventura County Briefs (Ventura County Department of Education)
A comprehensive series of two-page career monographs presenting information on 400-500 jobs. These are easy for students to access, read, and reproduce. Ventura County provides this free data base and update service to educators throughout the State.

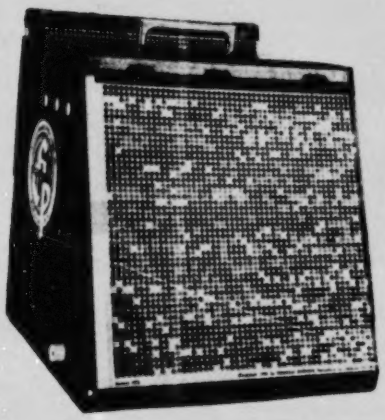
14. Occupational Outlook Handbooks (10) (Supt. of Documents)
A quick reference to the world of work published every two years by the Bureau of Labor Statistics. Students are able to obtain data on job description, training requirements, salary, occupational outlook, chances for advancement, and additional sources of information.

Pictures of these information systems and equipment are provided on the following page.

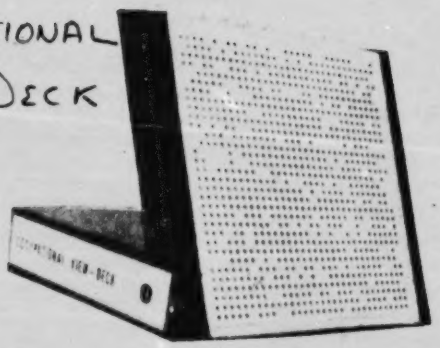
OCCUPATIONAL LIBRARY

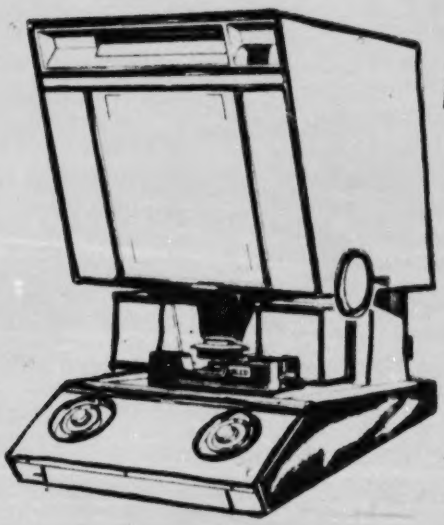
OCCUPATIONAL MICROFILE

COLLEGE VIEW-DECK



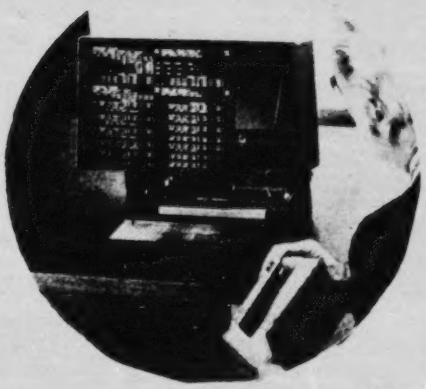
CCUPATIONAL
IEW-DECK





MICROFICHE READER-PRINTER

MICROFICHE READER



VIEWER

FILMSTRIP CASSETTE PROJECTOR

X. Interaction with Faculty

In developing the Career Center, much preliminary work was done with faculty at Imperial Valley College, as we felt their support was crucial in a viable program. Unless the Faculty, who see students on a daily basis, are convinced of the philosophy and relevance of any project, the chances of success are minimal. Informally, the Counseling Staff spent many hours in the cafeteria, faculty lounge, and instructional offices talking about the proposed Center. Once we had some assurance of their support, a more formal program to include the Faculty in career education was launched.

Career Education Workshops

Three workshops were presented at the same time as material was being selected for the Center. Faculty, Counselors, and Administrators from IVC were invited to participate. The general theme of the workshops emphasized career development, career education, vocational education, and career counseling. Definitions, conceptual frameworks, examples of programs, and expected outcomes were discussed. These orientation seminars proved valuable in establishing a philosophical base for career education at IVC. Appendix G graphically outlines the career education/cluster concept K - 14. Appendix H shows the various associate degree programs and certificates offered at IVC and how they relate to the USOE career clusters.

Faculty Evaluation of Incoming Career Literature

Initially, over 1500 professional organizations, government agencies,

and corporations were contacted to solicit free career materials. As this literature was received, each piece was referred to an appropriate faculty member for their approval or disapproval as to student use. Appendix I shows the referral letter sent to Faculty asking for their review.

Career Center Visits to Classrooms

Throughout each school year the Counseling Staff using the resources of the Career Center has made numerous visits to classrooms at the request of the instructor. Most of this activity (3-5 visits a week) have been in response to the Center's filmstrip/career lecture program (see Appendix J - Career Center Filmstrip Program).

Membership in Advisory Committees

The Career Counselor is an active member of various advisory committees at IVC. These committees meet each month at various locations throughout Imperial Valley and offer recommendations to academic departments and administrative units on policy and procedures. The following is a list of committee memberships:

1. Career Planning and Placement Advisory Committee;
2. External Campus and Off Campus Centers Committee;
3. Financial Assistance Advisory Committee;
4. Fire Science Advisory Committee;
5. Law Enforcement Advisory Committee;
6. Real Estate Advisory Committee;
7. Secretarial Advisory Committee;
8. Marketing - Sales Advisory Committee.

Hot Seat Program

This service to instructional areas will be discussed under Section XII - Interaction with Community.

XI. Interaction with Students

Outlining the Center's interaction with faculty first should not be interpreted as a priority. The chronology of initially developing support from faculty was the basis for all programs and thus enabled us to proceed with a firmer base. Our real priority is students and serving the needs of students.

Most of our students come to Imperial Valley College and the External Campus with unrealistic, if any, career decisions as the basis for selecting a training program. This unrealistic or uninformed attitude is due to one or a combination of various factors. The family or ethnic background may not be supportive of academic or professional development. An agricultural atmosphere does not demand an educational philosophy, only hard work. Social welfare systems have created a more apathetic orientation than might have been true under the "Protestant Ethic." A lack of self-awareness, as it relates to careers, is rarely facilitated by the public schools. Underdeveloped career education and career counseling programs in K - 12 hampers career awareness. Finally, the inability of many students to understand and accept work as a reality in their lives, tests the credibility of the whole educational system. In an attempt to intervene in this process, the

Career Center at IVC developed the following student-oriented programs:

1. One-to-One Counseling

All students attending IVC with the hopes of completing a Certificate or Associate Degree are counselled on an individual basis by the Counseling Staff. These sessions are career oriented. Students are asked to explain and justify their career and educational goals. If these goals seem unrealistic, a variety of courses and academic programs are suggested. These students are then encouraged to use the resources of the Career Center to further reinforce their decisions.

For students who may be undecided or have chosen a career that does not reflect mature realistic decision making, the Counseling Staff suggests that the student register for either a short-term career planning course called Personal and Social Development (HR 62) or Personal and Career Development (Psych 8/HR 8).

2. Short-Term Course

Students who are undecided about their careers or who wish to further their career exploration may register for the one-unit course entitled Personal and Social Development (HR 62). One unit of credit is awarded for completion of 18 hours of instruction. Students may complete the requirements of the course on a one-to-one or small group basis. Students may register at any time during the semester. A course outline for HR 62 is included in Appendix K. A flyer publicizing the pro-

gram is shown in Appendix L.

3. Three-Unit Course

Many students wish to be involved in a more comprehensive career planning program throughout the semester. The Counseling Staff at IVC offers five sections each semester of Personal and Career Development (Psych 8/HR 8). This three-unit course transfers to all State Colleges and Universities and may be taken on a credit/no credit or letter grade basis. It is also included as a Learning Skills elective for General Education Certification, and is included in the Human Relations Major. Over 150 students register for Psych 8 each semester. A course outline is shown in Appendix M. The Career Decision Model, which is the philosophical basis of the course, is illustrated in Appendix N. A summary of the student evaluation for Personal and Career Development is discussed in Section XIV - Evaluation.

4. Other Student Programs

Many other programs for students are conducted throughout the semester by the Counseling Staff to facilitate their career direction. The Filmstrip - Guest Lecture Program offered by the Career Center, discussed in Section X, develops a great deal of career interest and provides the Staff with additional referrals. The Hot Seat Program, outlined further in Section XII, enables students to interact with professionals from the

community through guest speaker appearances. The Career Counselor also is included in all College Orientation Programs to discuss the elements of career decisions and the alternatives available for undecided students. Other one-day programs such as those for women's groups (New Horizons), and Career Day, for High School students, are part of the Career Center's efforts to enable students to better plan their future.

XII. Interaction with the Community

If the true philosophy of the community college is to serve the post-secondary needs of the community, interaction and articulation with that community is a must to identify those needs. If this reflection is to be accurate, close cooperation between the school and those in the work force is essential. Imperial Valley College has established and maintained an active system of community advisory committees who suggest philosophy, policy, curriculum and course content, and procedures to maintain the relevancy between academia and the community it serves. The Career Counselor is an active member of many of these committees. This membership and participation is outlined in Section X - Interaction with Faculty. Appendix O further outlines the purpose, membership, duties and responsibilities of this effort.

The Hot Seat Program is another endeavor to bring the Community and the College closer together. At least 20 times each school year we invite pro-

fessionals from the community to speak to our Psych 8 classes concerning their careers. We also encourage other students studying in these areas to attend the lectures. Therefore, in addition to career exploration in the Career Center, students are able to learn firsthand about the career they plan to enter. Many of these guests encourage students to visit them at their work site. A copy of the letter sent to prospective guests is illustrated in Appendix P. Guests are asked to complete a career sketch, as shown in Appendix Q. This sketch is retained by the Center and us used to introduce the speaker. A sample flyer from one of our Hot Seat Programs is presented in Appendix R.

The Career Counselor also maintains an active role in professional organizations. Membership in the San Diego Vocational Guidance Association and the San Diego Area Government College Association has provided valuable interaction with professionals concerned with career planning and placement services. The local Imperial Valley Guidance Association elected Jack Javens as its Vice-President and Program Coordinator this past year. This organization welcomes professional input concerning career counseling. Most of the bi-monthly programs are held in the various Career Centers throughout Imperial Valley. The Career Counselor has been able to provide structure and advice in the development of these new Centers.

At least twice each semester, the IVC Career Counselor is invited to graduate level workshops as the guest speaker for a three-hour presentation dealing with career counseling in the classroom. These seminars are attended by local public school educators for upper division credit through accredited institutional extension programs. The Career Center Staff has also conducted programs on career awareness in K - 12, the last being a

lively interaction with a group of fifth graders. We welcome this opportunity to launch the career education philosophy in the public schools.

One example of our service to public education has been a mini-course we presented for the Mentally Gifted Minor (MGM) Students of Calexico Junior and Senior High Schools. A group of 25 designated students, ages 13-17, visited our Career Center on each of three consecutive Fridays for 18 hours of career planning. Some of the older students received a college credit for the experience. A letter of appreciation is included in Appendix S to further explain the program, as is the following poem sent to us from one of the 13 year old girls:

The poem has been removed due to copyright.

XIII. Interaction with Counseling Staff

These past two years have been ones of continued positive support for the career counseling effort from the Counseling Staff at IVC. Early in 1975, the Counseling Staff, under the direction of Mr. Hector Lopez, saw an urgent need to add another dimension to their efforts. With this commitment, and the support of Mr. Dean Leptich, Dean of Student Services, an experienced Career Counselor was hired and funds allocated for Career Center media. Many institutions would have been satisfied to use this new unit as a referral resource; however, the Counseling Staff at IVC themselves became a working part of the program and began to integrate the career education philosophy into their existing counseling orientation and practices.

First, all Counselors participated in the career education workshops outlined in Section X - Interaction with Faculty. The Career Counselor asked their opinion on all major media that was being considered for the Center. Information systems were reviewed as to their relevancy and accuracy. New developments and theories in career counseling were shared in staff meetings and informal discussions. Finally, counselors began to ask questions like, "What are your career plans?", instead of probing for a major. The Career Center became a part of the Counseling Staff.

Career Centers are able to survive solely on the activity level of walk-in and referral students. There normally is plenty of career indecision just floating around to justify the Center's existence. Full utilization of a Center can only be accomplished, however, by including its use as part of a structured course. The short-term course (HR 62) and the

three-unit course (Psych 8/HR 8) were discussed in Section XI - Interaction with Students. The next task of the Counseling Staff was to learn how to facilitate these courses.

Each Counselor at IVC, plus six professionals from the educational community, enrolled in a University of California Extension Course (X314.16 - 3 units) entitled Career Guidance Theory and Practice (see Appendix T) taught by the Career Counselor. IVC students were also taking a three-unit course in Career Planning in the same room at that time. Therefore, in addition to receiving graduate level instruction in career counseling, the Counselors were able to see the actual process at work and contribute to its effectiveness. Each counselor enrolled in the course then became an instructor in Psych 8/HR 8 the following semester.

Five sections of Psych 8/HR 8 - Personal and Career Development are offered each semester by the Counseling Staff (Appendix M has illustrated the course outline). A Psych 8/HR 8 class plan meeting is held each week to discuss plans and strategies for the coming week. The entire Counseling Staff participates in this effort (see Appendix U - Class Plan Meeting). The Counselors who are not involved in instruction in the current semester are used as resource personnel througnout the course, relying on their expertise for such topics as values, life goals, decision making and identity. This experience also provides the Staff with a deeper appreciation for the problems encountered by full-time faculty to further increase the articulation with instruction.

XIV. Evaluation of Career Center Media

The following are guidelines for the evaluation of career center media as outlined by the NVGA in 1975:

Guidelines for Content

1. Definition of the occupation as given in the Dictionary of Occupational Titles or as determined by the U.S. Employment Service. (The D.O.T. title should be included if definitions are provided by state employment services, professional and trade associations, unions, licensing bodies, or job analysis.)
2. History and development of the occupation including its social and economic relationships.
3. Nature of the work such as duties performed, tools or equipment used, relationships to other occupations, possible work settings, and fields of specialization.
4. Requirements such as education and training, aptitudes, temperaments, interests, physical capacities, and working conditions.
5. Special requirements such as licensure or certification imposed by law or official organizations.
6. Methods of entering the occupation such as direct application, personal reference, examination, apprenticeship. (Explanation should be made of the assistance which may be offered by unions, employers, professional and other organizations, public or private employment agencies, school and college placement offices.
7. Opportunities for experience and exploration through summer and part-time employment, work study programs, programs of the Armed Forces or voluntary agencies such as the Peace Corps, youth organizations and community services.
8. Description of usual lines for advancement or of possibilities

for transfer to related occupations either through seniority, experience, on-the-job or in-service training, additional education, and examinations.

9. Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years. (Factors affecting particular groups such as geographic area, age, sex, race, physical disabilities, and the like should be considered, as well as factors affecting outlook such as supply and demand, retraining programs, replacement needs, automation, and other technological developments.)

10. Earnings, both beginning and average wage or salary according to setting, locality and other significant factors as well as supplementary income and fringe benefits such as commissions, tips overtime, bonuses, meals, housing, hospitalization, vacations, insurance and retirement plans. (Related to earnings are costs or deductions for tools, equipment, uniforms, supplies and the like.)

11. Conditions of work and their implications for the individual's way of life, including where significant, daily and weekly time schedules, overtime, seasonality, physical conditions such as travel required, setting - indoor or outdoor, noise, confusion, temperature, health hazards and strength demands.

12. Social and psychological factors such as work satisfactions, patterns of relationships with supervisors and other workers, and with unions, associations, or other organizations in which membership may be required or desirable.

13. Sources of additional information such as books, pamphlets, trade and professional journals, motion pictures, slides and other visual aids, pertinent literature provided by government agencies, unions, associations, industry, schools, colleges and universities.

Criteria for Style and Format

1. Style should be clear, concise, interesting, and adapted to the readers for whom the material is intended.
2. Publishers are encouraged to be creative and imaginative in presenting factual information in a stimulating fashion. The typography should be inviting, the total format pleasing, and the illustrations should be of a quality to enhance the effectiveness of the material and to make it appropriate for the age level for which it is planned.
3. Charts, graphs, or statistical tables should be properly titled and interpreted. Sources and dates of basic data should be given.
4. The occupational book or pamphlet should state specifically the publisher, date of publication, the sponsoring organization, group or individual and the author. Information about the author's training and experience should be provided. Pages should be numbered in sequence and the price, when applicable, should be included.
5. In view of the changing nature of occupations, it is important that information be kept up-to-date. Provision should be made for review and revision when the original publication is issued and new editions should state whether or not contents have been revised. Dates of original publications and of the data used should be given on both first and revised editions. When information about wages or other data subject to relatively rapid change is used, date and source should be indicated.

The Career Center Media at IVC has been evaluated and placed according to the following catagories:

Highly recommended: Maximum adherence to NVGA Standards. Adequately meets most of the points outlined. A very high caliber publication -

comprehensive, authentic, objective, readable and up-to-date.

Recommended: General adherence to NVGA Standards. Adequately meets more than half the points outlined. A high caliber publication - authentic, objective, readable, up-to-date, but not necessarily comprehensive.

Useful: Does not adequately meet NVGA Standards because limited in scope. However, contains information helpful to students making it worth including in an occupational file or library. In all cases, applicable information is authentic, objective, readable and timely.

Evaluation of Media

MEDIA	COVERAGE OF CAREER AREAS	HIGHLY RECOMMENDED	RECOMMENDED	USEFUL
Unbound material - California Plan	1500			X
Occupational Library Chronicle Guidance	650	X		
Occupational Microfile Chronicle Guidance	650	X		
View Program San Diego Dept. of Ed.	500		X	
Calif. Occupational Guides Employment Develop. Dept.	400	X		
Ventura County Briefs County Dept. of Ed.	300		X	
Occupational Outlook Handbook	600	X		
Vocational Guidance Manuals	50		X	
Livelyhood Cassettes	75			X
Pathescope Educational Films	30			X

MEDIA	COVERAGE OF CAREER AREAS	HIGHLY RECOMMENDED	RECOMMENDED	USEFUL
Occupational View Deck	400		X	
Enclyclopedia of Careers	300	X		
Career Opportunities	125	X		

XV. Evaluation of Student Use

The open informal atmosphere of the Career Center encourages students to use the facilities at their leisure. This interest may be self-directed or the result of a counselor/instructor referral. Students are not required to make an appointment to use the various resources of the Center. Often, an entire class will make the Center their classroom and add career exploration to their course content. Each Psych 8/HR 8 class uses the Center as a group or on an individual basis at least once a week. Random samples indicate a daily individual usage of 45-50 interactions. Normally an additional 25 students use the Center each day as a part of their class assignments. This activity level of 70-75 students per day is fairly constant throughout each semester. New students to the Center are given a brief orientation and usually are able to then explore careers without assistance. Others require continued help and reinforcement by the Career Lab Technician. Sometimes students seek career information which is beyond the scope of the Center. These needs are followed through by the Career Counselor and the information is forwarded to the student as soon as it is available. Students

are asked to give the Career Center Staff feedback concerning their satisfaction with the services of the facility. This provides the Staff with an indication of the usage of the Center and also identifies career areas where more information is needed. A copy of this Career Center Evaluation form is presented below.

CAREER CENTER EVALUATION

Your answers to this questionnaire will enable the Career Center Staff to improve our services. Please take a minute to provide us with the following information. (Circle where indicated.)

Are you currently a student at IVC? yes no

Is this your first visit to our Career Center? yes no

If no, how many times have you been here before?

1 2 3-5 more than 5

Who referred you to the Career Center?

1. yourself
2. friends
3. instructor
4. counselor
5. other_____

What careers did you find information about? (list)

_____ _____

_____ _____

_____ _____

Were you unable to find information on any particular career?

_____career

If so, leave name and phone number. We will order the material and contact you when it arrives.

name_____phone number_____

What was your general impression of the Career Center and the services received? excellent good fair poor

Thanks for the help!

XVI. Evaluation of Psych 8/HR 8

Each semester 125 students enroll in a three-unit structured course in career planning. These students are asked to evaluate their experience at the end of each semester. The following is a sample of this evaluation. Percent responses for each question are also indicated.

EVALUATION
PSYCH 8/HR 8

The objectives of this course are:

A. To help the student gain self-awareness in terms of their interests, aptitudes, needs, values, and goals.

B. To help the student gain career-awareness by examining job duties, wages, occupational outlook, training required, and interviewing professionals in the community.

C. To develop decision-making skills integrating self-awareness and career-awareness.

D. To build job-hunting skills in preparing to enter the world of work.

(circle one)

1. In your opinion, were these objectives achieved?

   Yes - 70% No - Partially - 30%

2. What were your career plans before you took Psych 8/HR 8?

   Undecided - 50% Definite - 17% Tentative - 33%

3. What are your career plans now?

   Definite - 61% Undecided - 9% Tentative - 30%

4. If you have changed career plans since the beginning of the course (answer to question 2 different than 3), can you attribute the change to something in the course?

   Unchanged - 18% Yes - 72% No - 10%

5. If no change in your plans took place (answer to question 4 unchanged), did the course help to strengthen your decision?

   N/A - 25% Yes - 73% No - 2%

6. If you are still undecided about your career plans (answer to question 3 undecided), do you at least feel you are better informed about what is involved in a career decision?

   N/A - 31% Yes - 67% No - 2%

7. Would you recommend this course to other students who are undecided?

   Yes - 99% No - 1%

8. Please make any constructive comments on how this course could be improved. (Use back of page if necessary.)

XVII. Conclusion

We have not yet finished; we have only started. More emphasis should be placed on career awareness and career exploration in the public schools. Programs should be developed K - 14 that show a career education continuum, so that the transition to college would be less abrupt. Faculty should place more emphasis on career oriented assignments and projects. Courses such as Personal and Career Development should be a mandatory requirement for all incoming freshman. Career Counseling, Placement Services, and Work Experience should work as one cohesive administrative unit providing comprehensive services. The nucleus is here plus the positive commitment to facilitate realistic career decisions for our students. Now we must use the nucleus to its fullest potential.

Appendix A

IMPERIAL COUNTY LABOR MARKET BULLETIN

January 1977

Southern California
Employment Data and Research

This issue of the Imperial County Labor Market Bulletin introduces a revised labor force series. Wage and salary employment has also been revised based on March 1976 benchmark figures and has been recoded to conform to the 1972 edition of the "Standard Industrial Classification Manual". Copies of the revised series from 1972-1976 will be available upon request.

LABOR FORCE TRENDS

Total civilian employment in Imperial County rose slightly from 32,850 in December to 33,100 in January due in part to winter activities in agriculture. Employment was 1,200 higher than last year.

Unemployment showed little change over the month at 5,200 in January but substantially higher than the start of 1976 level of 4,250.

As a percent of the civilian labor force, joblessness constituted 13.6 percent in January, unchanged from December and up 1.8 percent from the 11.8 percent of one year ago.

INDUSTRY TRENDS

Agricultural employment was essentially unchanged between December and January, and over the year, edging down to 14,600 at the start of 1977. Seasonal manpower needs, however, increased in the late lettuce harvest as well as in the carrot, brocolli, and asparagus crops during the past month.

Nonagricultural wage and salary employment at 23,650 showed little change between December and January. Job increases were reported in government, while the number of new jobs in wholesale trade was offset by job declines in retail trade due primarily to post holiday layoffs. Employment in construction and manufacturing also was unchanged, while transportation and public utilities reported slower business at the beginning of the new year.

Over the year, non-farm wage and salary payrolls advanced by 650. Nearly all of the industry groups reported job growth with the largest gains taking place in wholesale trade and government. Retail trade was below year earlier figures particularly in general merchandise and food stores because of the impact of the Mexican peso devaluation on border area businesses.

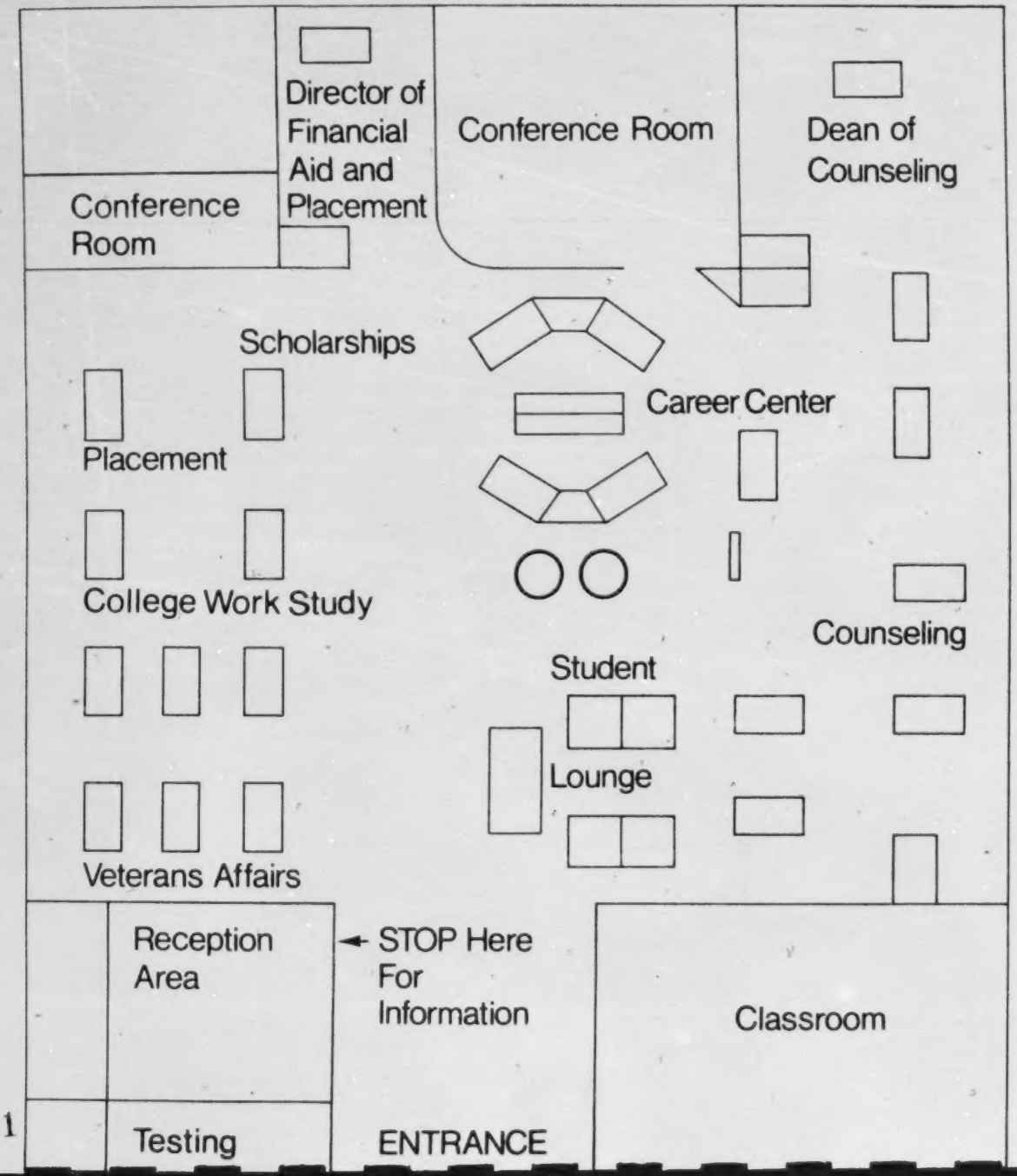
Table 1
Employment and Unemployment in Imperial County

	Jan 1977 1/	Dec 1976	Nov 1976	Jan 1976
Total civilian labor force 2/	38,300	38,000	36,250	36,150
Total civilian employment	33,100	32,850	30,600	31,900
Total unemployment	5,200	5,150	5,650	4,250
Seasonally adjusted rate	INA	INA	INA	INA
Unadjusted rate	13.6	13.6	15.6	11.8

1/ Current month preliminary; past months revised.

2/ Labor force and components by place of residence, including workers involved in trade disputes. Employment includes self-employed, unpaid family and domestics.

STUDENT SERVICES CENTER



Counseling Services 352-8320

ACADEMIC COUNSELING
8:00am-10:00pm M-Th, 8:00am-4:00pm F
ext. 281, 282, 283

Counselors provide information regarding curriculum & requirements of IVC and four-year institutions. They assist students in selecting courses which help meet their goals, discuss course content, and offer guidance in all academic areas. See a counselor before registering.

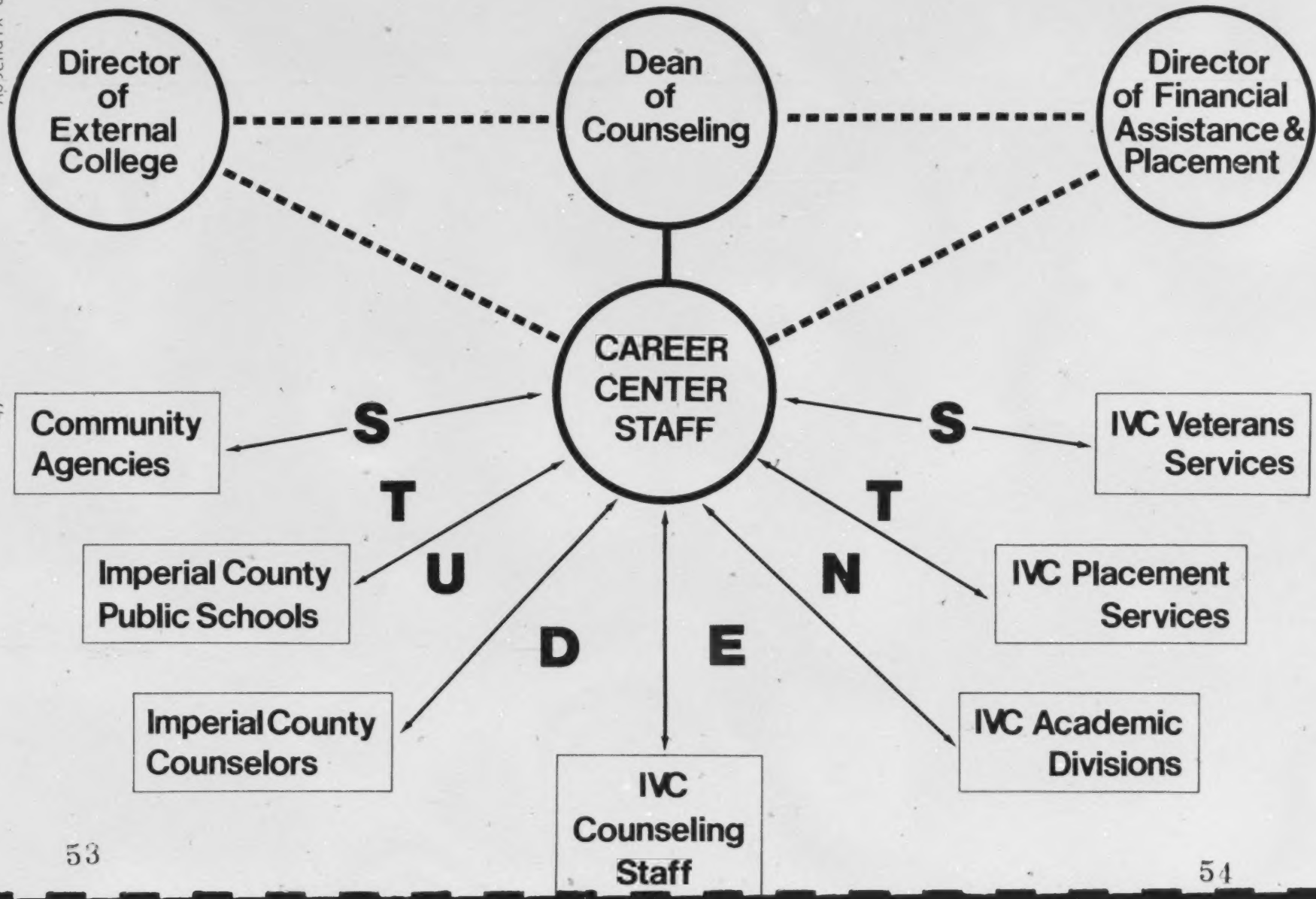
PERSONAL COUNSELING
8:00am-10:00pm M-Th, 8:00am-4:00pm F
ext. 281, 282, 283

Counselors may help students with problems or concerns in all areas of the student's life. Counselors may serve as a "sounding board," offer concrete suggestions, or refer students for help in a specific area. Students are encouraged to see a counselor whenever they need to talk over a problem or are seeking alternatives.

CAREER CENTER
8:00am-10:00pm M-Th, 8:00am-4:00pm F
ext. 281, 282, 283

Career Counseling
Occupational Information
Pamphlets, Brochures
Sign-out Books
Filmstrips, Cassettes
Career Planning Classes
Vocational Interest Testing

Career Center Services Interaction Model



Dear Sirs:

Imperial Valley College is developing a Career Center for our students so that they will be able to make more realistic career decisions. Our students come from all walks of life and have the opportunity to major in any one of a hundred programs. It is our job to provide them with current, relevant career information and counseling so that the educational experience will be a meaningful one.

We would greatly appreciate any career information you have, suitable for community college students, so that we may include it in our Center. Unfortunately, our budget is not large enough to provide funds to pay for this literature, but we plan to display anything you might send in a prominent place to also serve your interests. Please include us on your mailing list for any future publications.

Thanks, from the students at Imperial Valley College.

Very truly yours,

Jack R. Javens
Career Counselor

/d

SERVING IMPERIAL COUNTY

IVC
IMPERIAL VALLEY COLLEGE

P. O. BOX 158 • IMPERIAL • CALIFORNIA • 92251

714-352-8320
355-1193
356-2286

IVC CAREER CENTER

The career literature in these files was obtained from corporate, government, and professional organizations throughout the country. It is filed according to the California Plan for your use. This Plan separates the world of work into nine major divisions. Each Division is color coded. Here is a list of the divisions and the index page which directs you to more specific career information in file drawers.

Division	Page	File Folder Color
1. Agriculture and Home Economics	1	Green
2. Arts & Letters	2	Red
3. Business	4	White
4. Education and Welfare	6	Orange
5. Engineering and Architecture	7	Blue
6. Government and Law	8	Yellow
7. Health	10	Pink
8. Industrial Trade and Services	12	Red/White
9. Science	16	Green/Orange

Pages 17-19 of the index direct you to files of interest for special groups such as veterans, handicapped, etc.

IF YOU KNOW THE OCCUPATION YOU WANT INFORMATION ABOUT, GO DIRECTLY TO THE ALPHABETICAL INDEX ON PAGE 20. THIS WILL TELL YOU THE NUMBER THAT CONTAINS THIS LITERATURE IN THE FILING CABINETS.

Dear Sirs:

Imperial Valley College is in the process of developing a Career Center to help our students make realistic career decisions. This Center will house a variety of materials and equipment in addition to providing a wide range of services.

Please send us catalogs or brochures explaining materials that are available for purchase from your company that we may review. Also, we would welcome a visit from your area marketing representative to further explain your media or services.

Sincerely yours,

Jack R. Javens
Career Counselor

/d

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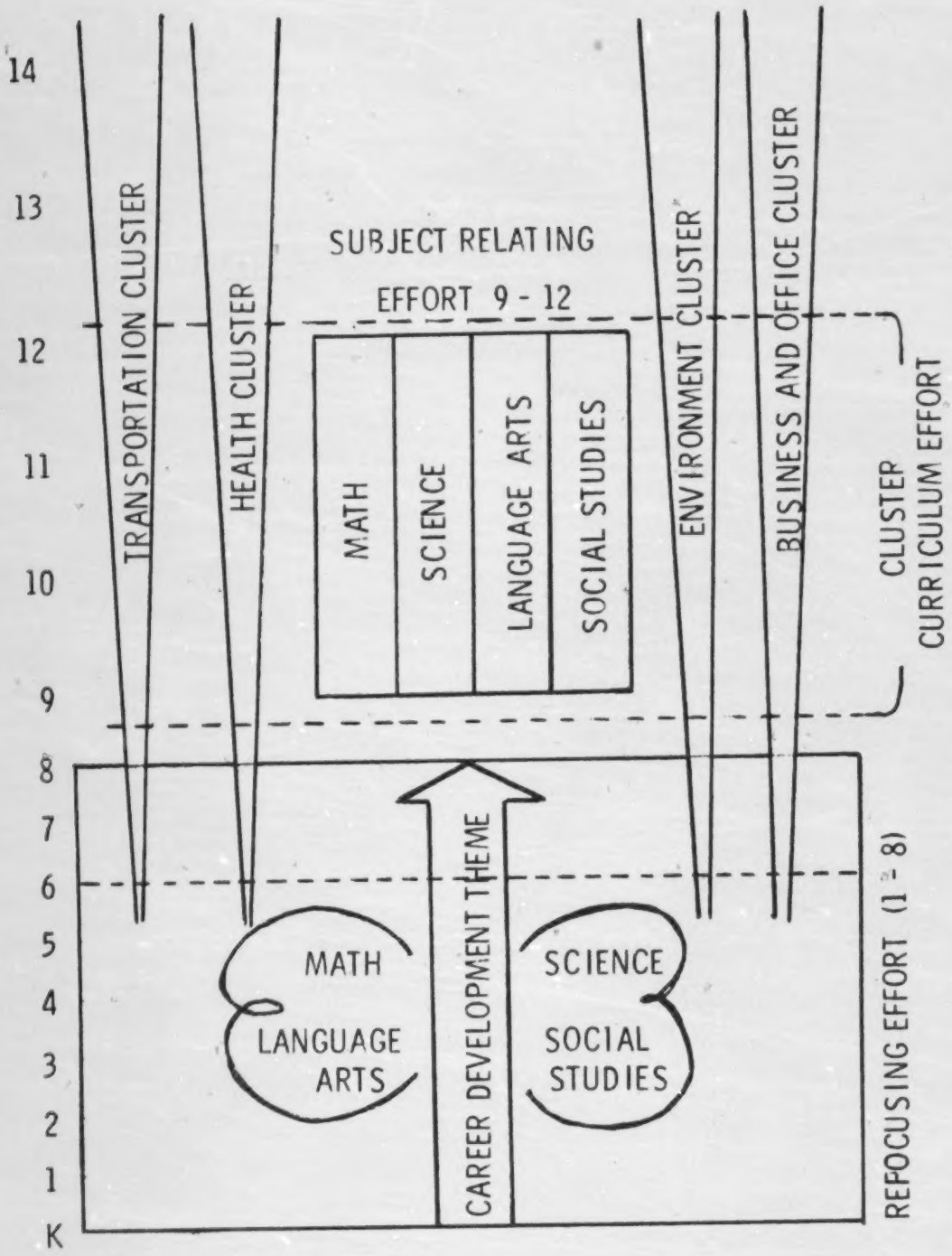
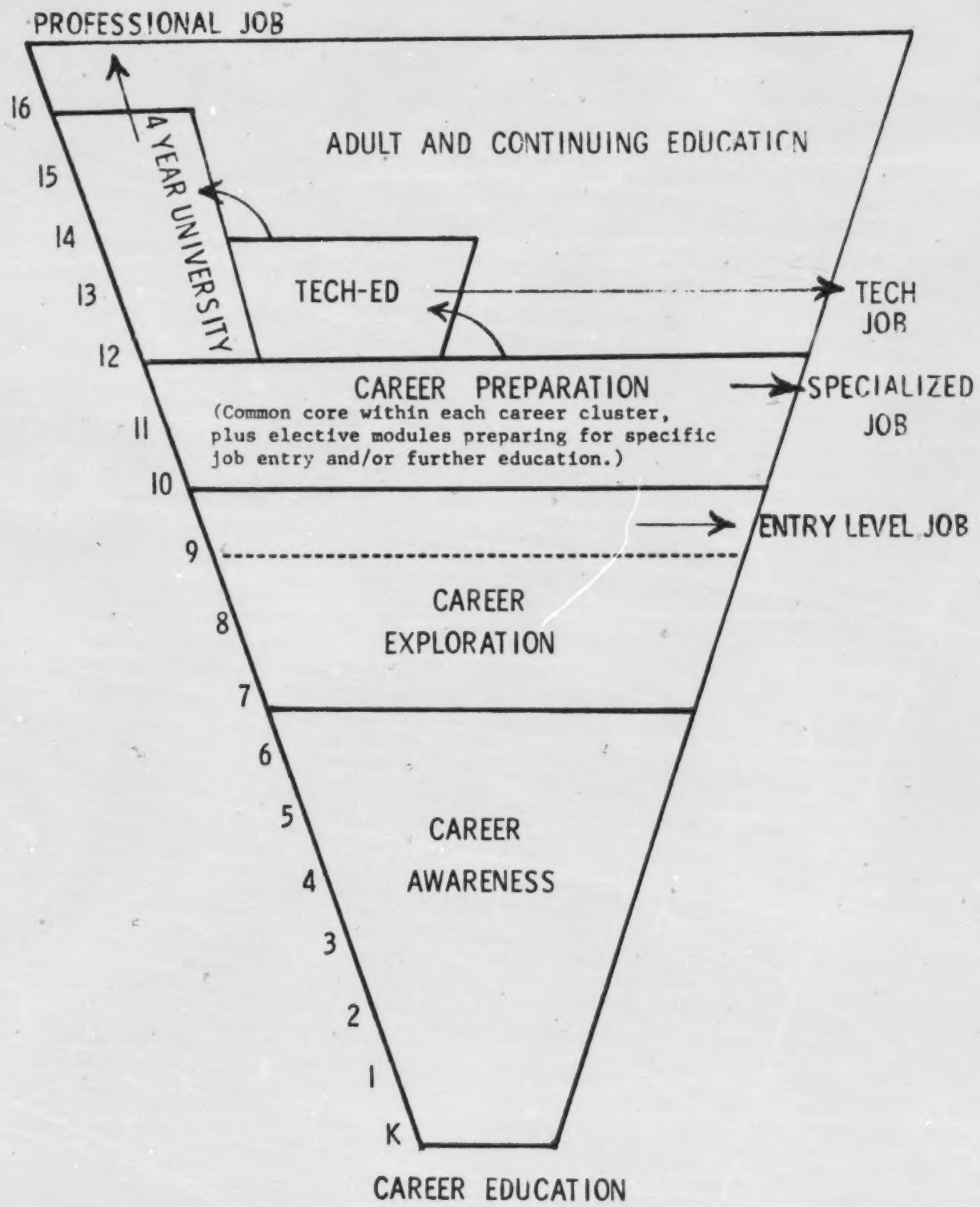


THE TRIPLE-PRONGED EFFORT
TO RESTRUCTURE THE EDUCATIONAL PROGRAM
AROUND CAREER EDUCATION


PROFESSIONAL JOB
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
4 YEAR UNIVERSITY
ADULT AND CONTINUING EDUCATION
TECH-ED
TECH JOB
CAREER PREPARATION
(Common core within each career cluster, plus elective modules preparing for specific job entry and/or further education.)
SPECIALIZED JOB
ENTRY LEVEL JOB
CAREER EXPLORATION
CAREER AWARENESS
CAREER EDUCATION

U.S. OFFICE OF EDUCATION OCCUPATIONAL CLUSTER
IMPERIAL VALLEY COLLEGE - CURRICULA

A.S. - Associate in Science A.A. - Associate in Arts C. - Certificate

AGRIBUSINESS AND NATURAL RESOURCES

- Agricultural Business (A.S.)
- Agricultural Chemical Technology (A.S.)
- Agriculture Mechanics (A.S.)
- Animal Science (A.S.)
- Plant Science (A.S.)

BUSINESS AND OFFICE

- Banking - Administrative Services (A.A.)
- Banking - Credit Administration (A.A.)
- Banking - Secretarial (A.A.)
- Banking - General Operations (A.A.)
- Bookkeeping (A.S., C.)
- Business Transfer (A.A., A.S.)
- Business Supervision (A.A., A.S.)
- Clerical (A.A., C.)
- Data Processing (A.A., A.S.)
- Finance and Credit (C.)
- General Business (A.A., A.S.)
- Legal Assistant (A.A.)
- Real Estate (A.A., C.)
- Secretarial (A.A., A.S., C.)

COMMUNICATIONS AND MEDIA

- Graphic Arts (A.S., C.)
- Visual Communications - Motion Picture Production (A.A.)
- Visual Communications - Photography (A.A.)

CONSTRUCTION

- Carpentry (A.S.)
- Heavy Machinery (C.)
- Machinery Operation and Maintenance (A.S.)
- Electronics (C.)

CONSUMER AND HOMEMAKING EDUCATION

- Behavioral Science (A.A.)
- Human Relations (A.A., C.)

ENVIRONMENT

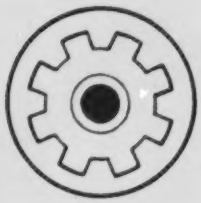
- Plant Science (A.S.)
- Recreation (A.S., C.)
- Soils and Water Technology (A.S.)
- Water Treatment Technology (A.S., C.)

FINE ARTS AND HUMANITIES

- Anthropology (A.A.)
- Art (A.A.)
- Bilingual - Bicultural Studies (A.A.)
- English (A.A.)
- Graphic Arts (A.S., C.)
- Journalism (A.A.)
- Music (A.A.)
- Social Science (A.A., A.S.)

HEALTH

- Emergency Medical Technician (C.)
- Health Aide (C.)
- Nursing - Registered (A.S.)
- Nursing - Vocational (A.A., C.)



MANUFACTURING

- Electronics (C.)
- Engineering (A.S.)
- Engineering Technology (A.S.)
- General Science (A.A., A.S.)
- Industrial Power Technology (A.S.)
- Mathematics (A.A., A.S.)
- Physical Science (A.A., A.S.)
- Welding (A.S., C.)

MARINE SCIENCE

- General Science (A.A., A.S.)
- Life Science (A.A., A.S.)
- Physical Science (A.A., A.S.)
- Water Treatment Technology (A.S., C.)

MARKETING AND DISTRIBUTION

- Marketing - Sales Technology (A.A., A.S.)

PERSONAL SERVICES

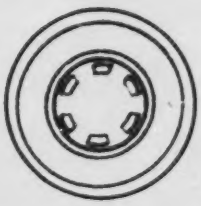
Cosmotology (C.)

PUBLIC SERVICES

Early Childhood Education (A.A., C.)
Fire Science (A.S., C.)
Government Management (A.A., C.)
Human Relations (A.A., C.)
Law Enforcement (A.S., C.)
Library Technician (C.)
Physical Education (A.A., A.S.)
Rehabilitation Technician for the Physically Limited (A.A., C.)
Teacher Aide (A.A., C.)
Teacher Preparation (A.A.)

RECREATION AND HOSPITALITY (TOURISM)

Recreation (A.S., C.)



TRANSPORTATION

Automotive Body Repair and Painting (A.S., C.)
Automotive Technology (A.S., C.)

Appendix I

M E M O R A N D U M

Counseling Center
Imperial Valley College

To: Date:

From: Jack Javens
Career Counselor
ext. 281

Re: Enclosed Material

The enclosed material has been received by the IVC Career Center. We would appreciate your review of the material and your comments as to its appropriateness for student use. Please indicate your reaction below and return all material to me.

Please come to visit us. We welcome your suggestions.

/d

* * * * * *

_____ Approval of all material

_____ Approval with the following exceptions:

Signed _____

Folder # _____ Folder Name _____

Appendix J

M E M O R A N D U M

Counseling Center
Imperial Valley College

To: All Faculty

Date: November 30, 1976

From: Jack Javens
Career Center

To: Career Center Filmstrip Program

Are some of our students thinking about careers in your instructional area? The Career Center now has a comprehensive library of filmstrip/cassettes available for your preview and classroom showing (see attached list). The Counseling Staff will also follow up the filmstrip with a career decision lecture/discussion, if you wish. The filmstrips are 15 minutes each. The complete program would involve a full class period (50-75 minutes).

Here's all you have to do. Indicate the following:

1. Course number
2. Room number
3. Day and date
4. Time
5. Instructor
6. Filmstrip(s) number
7. Career decision lecture/discussion desired (yes/no)

Here's what we'll do.

1. Confirm this program in advance by phone or mail.
2. Meet your class at the date, time and room specified.
3. Show filmstrip of your choice and supply all needed equipment.
4. Present a career decision lecture/discussion (optional).
5. Follow up with interested students in the Career Center.

Thanks for your participation. We welcome the opportunity to interact with your students.

CHECK THE ATTACHED SHEET
FOR YOUR SELECTION

/d

Pathescope Films: Filmstrip/Cassette Programs Available

1. Agriculture - I
2. Agriculture - II
3. Armed Forces - I
4. Armed Forces - II
5. Auto Service and Repair - I
6. Auto Service and Repair - II
7. Banking and Insurance - I
8. Banking and Insurance - II
9. Beauty and Fitness - I
10. Beauty and Fintess - II
11. Business Administration - I
12. Business Administration - II
13. Business Office Skills - I
14. Business Office Skills - II
15. Community Service - I
16. Community Service - II
17. Computers - I
18. Computers - II
19. Conservation - I
20. Conservation - II
21. Construction - I
22. Construction - II
23. Education - I
24. Education - II
25. Electronics - I
26. Electronics - II
27. Engineering - I
28. Engineering - II
29. Fashion and Textiles - I
30. Fashion and Textiles - II
31. Food Service - I
32. Food Service - II
33. Government - I
34. Government - II
35. Graphic Arts - I
36. Graphic Arts - II
37. Health Services - I
38. Health Services - II
39. Journalism - I
40. Journalism - II
41. Law Enforcement - I
42. Law Enforcement - II
43. Leisure Time Industry - I
44. Leisure Time Industry - II
45. Nursing - I
46. Nursing - II
47. Public Utilities - I
48. Public Utilities - II
49. Repair Work - I
50. Repair Work - II
51. Sales - I
52. Sales - II
53. Show Business - I
54. Show Business - II
55. Social Work - I
56. Social Work - II
57. Transportation - I
58. Transportation - II
59. Non-Traditional Careers for Women - I
60. Non-Traditional Careers for Women - II

-58-

Houghton Mifflin Films:

61. Agribusiness
62. Business and Office
63. Communications and Media
64. Construction
65. Consumer Economics
66. Environment
67. Fine Arts and Humanities
68. Health
69. Manufacturing
70. Marine Science
71. Marketing and Distribution
72. Personal Services
73. Public Services
74. Recreation and Hospitality
75 Transportation

INDICATE YOUR CHOICE BY NUMBER ON THE COVER SHEET
YOU MAY PICK MORE THAN ONE PROGRAM
PLEASE MAIL COVER SHEET TO THE CAREER CENTER WELL IN ADVANCE
OF YOUR SCHEDULED DATE

PROPOSED OUTLINE FOR INDEPENDENT STUDY
SHORT TERM COURSE CAREER PLANNING

I. Self - Awareness

A. Interests

1. Objective - to assess and clarify personal interests as they relate to career clusters and specific occupations.
2. Activities
   a. Counseling Interview - to discuss interests
   b. California Occupational Preference Survey
   c. Strong Campbell Interest Inventory
   d. Self Directed Search

B. Abilities

1. Objective - to help the student identify their specific skills and general scholastic abilities as they relate to the world of work.
2. Activities
   a. Counseling Interview - to discuss high school and college grades, placement test, SAT, and ACT results when available.
   b. California Test of Mental Maturities

C. Aptitudes

1. Objective - to help the student identify their potential as it relates to career clusters.
2. Activities
   a. GATB
   b. ASVAB

D. Self Concept

1. Objective - to help student to clarify their self concept as to its accuracy and importance.
2. Activities
   a. Counseling Interview to explain and discuss self concept.
   b. Self Concept Profile Sheet
   c. Self Concept Rating Scale

E. Values

1. Objective - to help student to understand the importance of values in decision making and to facilitate values clarification.
2. Activities
   a. Counseling Interview to discuss values
   b. Traditional American Values exercise
   c. Values exercise

F. Limitations

1. Objective - to help student to become realistic about personal and career goals, abilities, and constructs of the world of work.
2. Activities
   a. Counseling interview to discuss potential limitations in reaching short term and life goals.

II. Career Awareness

A. Objectives - to help the student explore careers indicated through self-awareness specifically promoting an understanding of:

1. Occupational Outlook
2. Salary
3. Education required
4. Job description and duties
5. Related jobs
6. Advantages and disadvantages
7. Chances for advancement
8. Fringe benefits
9. Geographic area
10. Overtime
11. Shift work

B. Activities

1. Career Center orientation
2. Career Center exploration utilizing:
   a. Career monographs, pamphlets and brochures
   b. Career Books
   c. Microfiche
   d. Filmstrips
3. Visiting local employers and sites
4. Hot Seat program

III. Decision Making

A. Objectives - to describe the decision making process and facilitate realistic career decision based on student priorities.

B. Activities

1. Counseling session to describe decision making process
   a. State decision to be made
   b. List alternatives
   c. List desired outcomes and establish priorities
   d. Test alternatives by estimating capabilities and probabilities of reaching desired outcomes
   e. Draw conclusions and take action
2. Decision Making Grid exercise facilitated by counselor

Thinking of a different job?

Career Planning

Units:

Time:

Date:

Location:

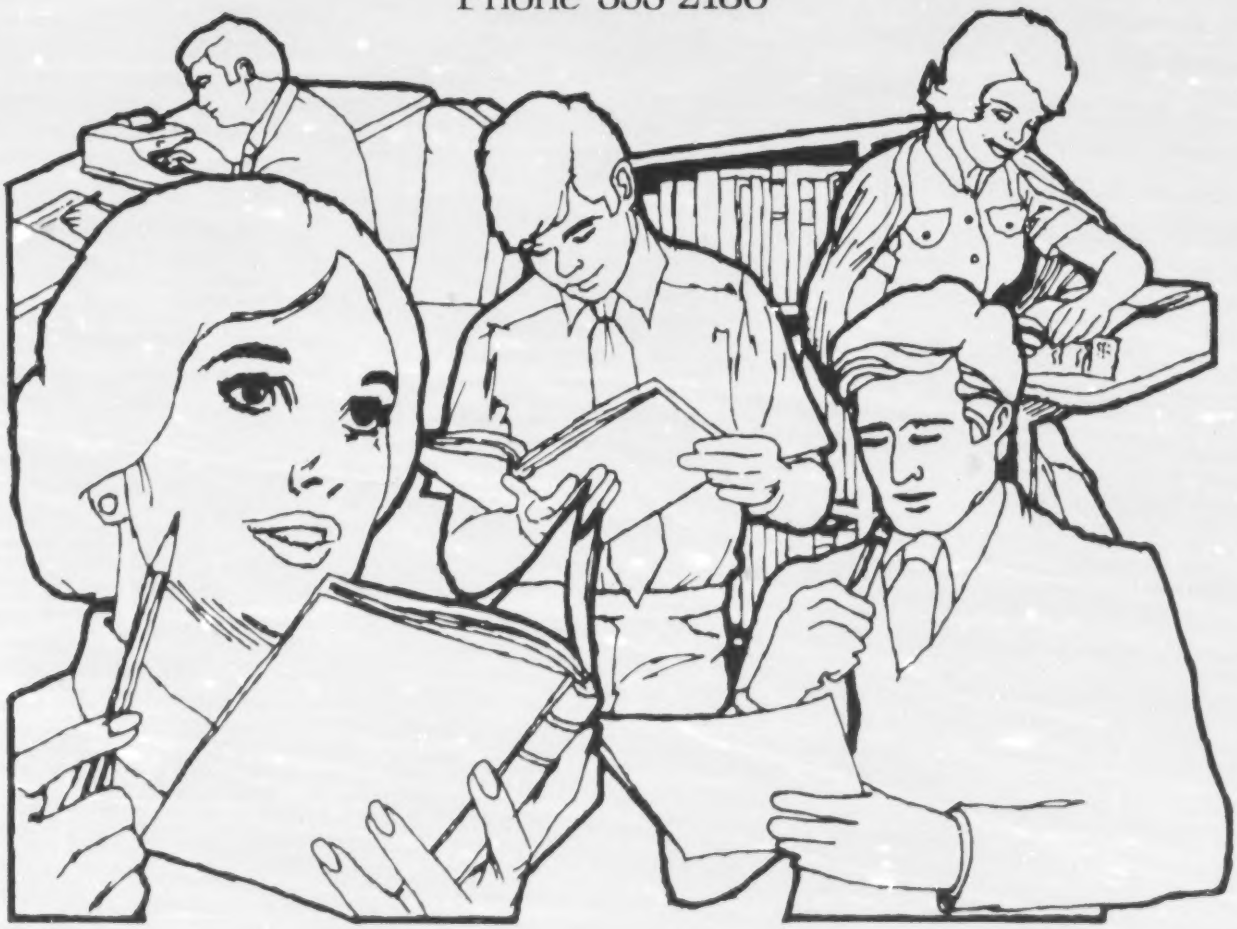
No Registration Charge

Imperial Valley College
External College
1512 W. Euclid
El Centro 353-2180

IVC Graphics

Career Planning

Imperial Valley College
External College Office
1512 West Euclid, El Centro
Phone 353-2180



A course designed to make the student an evaluation of his aptitudes, abilities and interests through the use of standardized measures and self-rating scales; to study career choices commensurate with his personal profile analysis; to survey occupational information with emphasis on worker requirements, training, and methods of job entry; and to formulate plans for the training necessary to enter the chosen career.

Date _____

Time _____

Location _____

No registration charge

IVC Graphics

Appendix M

IMPERIAL VALLEY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE
COURSE CHANGES

[ ] Change in description of existing course/program (major or certificate)

[XXXX] Description of new course/program (major or certificate)(Psych 8/H.R. 8)

[XXXX] Deletion of existing course/program (major or certificate)(H.R. 60)

Psych 8/H.R. 8 — Course Number
Personal and Career Development — Course Title
1-3 — Units

to replace H.R. 60

Proposed Course Description:

3 — Hours (Lec. & Lab)

Prerequisites: None

Fall, 1976 — Semester Offered

This course examines the process a student would follow in making a realistic career decision. Students planning to enter professions involving helping relationships such as education, social work, counseling, psychology, community work, and related areas in addition to students who are undecided about their own future could profit from the course. Self awareness will be appraised by testing and discussing interests, aptitudes, abilities, limitations, needs, and life goals. Career awareness will be facilitated by exploring the world of work in terms of occupational outlook, wages, training required, opportunities for advancement and life styles.

Supporting Library reference materials: Imperial Valley College Career Center resources and media.

Certified [XXXX] Non Certified [ ]

Classification of Instructional Discipline (CID) No. 2008

Proposed by: Jack Javens

Dean of Instruction [ ] Approved [ ] Disapproved _____ Date

Action of C and I Committee [ ] Approved [ ] Disapproved _____ Date

Note: State Form CCC-EP-1, application for Approval of New Education Program, must be submitted to the Dean of Instruction for each new course that is not a part of an existing program; for a new certificate or major program; or for a program that has been greatly modified or restructured.

9/75

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE

Revision date _____

Course Title Personal and Career Development **Course Number** Psych 8/ H.R. 8 **Units** 1-3

I. **Catalog Description:**

This course examines the process a student would follow in making a realistic career decision. Students planning to enter professions involving helping relationships such as education, social work, counseling, psychology, community work, and related areas, in addition to students who are undecided about their own future, would profit from the course. Self-awareness will be appraised by testing and discussing interests, aptitudes, abilities, limitations, needs, and life goals. Career awareness will be facilitated by exploring the world of work in terms of occupational outlook, wages, training required, opportunities for advancement, and life styles.

II. **Prerequisites, if any:**

None

III. **Course Goals:**

A. Student Self-Awareness
B. Career Awareness
C. Ability to apply the decision-making process to career choice

IV. **Most Important Reference Books: (e.g. those available in the** Career Center)

Occupational Outlook Handbook
Dictionary of Occupational Titles
Career Opportunities
Vocational Guidance Manuals
V.I.E.W. Microfiche
Career Information Files
Filmstrips and Cassettes

V. Outline of Course: (Indicate progression of course.)

A. College Orientation

1. Historical Background
2. Student Government
3. Financial Aids
4. Student Activities
5. Orientation to Career Center
6. Development of Careers

B. Educational Planning

1. Grade and Credit Options
2. Departmental Programs
3. Educational Options and Alternatives
4. Tentative Education Plans
5. Work Experience-Internship Experience

C. Personal Development

1. Psychology of work
2. Values clarification
3. Needs identification
4. Self-concept
5. Personality
6. Motivation
7. Life goals
8. Decision-making

D. Career Development

1. Occupational and related majors
2. Career clusters
3. Setting realistic career goals
4. Interest inventory
5. Aptitude test
6. Worker attitudes and personality traits
7. Psychological physical limitations
8. Career values
9. Guest speakers
10. Community contact
11. Major job analysis
12. Supply and demand
13. Video tape interviews
14. Counseling interview
15. Resumes
16. Letter of application
17. Job interviews
18. Government careers

E. Intensive Career Center Lab Work Throughout Course

VI. Methods of Evaluation

A. Student Workbook completion
B. Final project-job analysis
C. Periodic written tests
D. Class interaction/participation
E. Attendance

TRY CHOICE - NOT CHANCE IN PLANNING YOUR FUTURE

Career Planning Model

1. Self Awareness

Interests	Needs
Abilities	Limitations
Aptitudes	Life Goals

2. Career Awareness

Salary	Geographic Area
Advancement	Training Required
Outlook	Job Description

3. Training

On-the-Job	Junior College
Technical Trade School	4 yr. College/University
Apprenticeship	Graduate School

4. Job Hunting Skills

5. Job

6. Career (Various jobs within the same interest area)

IMPERIAL VALLEY COLLEGE

March 22, 1976

OCCUPATIONAL EDUCATION ADVISORY COMMITTEES

Purpose of the Advisory Committee

The primary purpose of any Imperial Valley College Advisory Committee is to assist the College in maintaining an occupational program that matches the realistic needs of business and industry. Since business and industry are in the constant process of change, it is almost impossible for the College instructional staff to maintain an awareness of the nature and scope of such changes. Accordingly, it is absolutely necessary that the College, and its staff, maintain input from business and industry which will allow the College to update its programs in accordance with the current changes within any occupational field.

Membership

Each major occupational program area should have its own Advisory Committee which would be composed of the following types of personnel:

1. Representatives of business and industry who manage and/or supervise in occupational area of concern.
2. Representatives of business and industry who work in the occupational area of concern.
3. Representatives of the EDD and/or Manpower services.
4. Representatives of college instructional staff in the area of occupational concern.
5. Representatives from the community who are aware of the needs of the disadvantaged and the handicapped.
6. Representatives of the students who are in training in the occupational programs.

The above list reflects basic representative areas which should be included in any advisory committee. Other representatives may be added depending upon the needs of individual advisory committees in place and time.

Duties Performed by Advisory Committees

The below listed duties are primarily examples of the typical work areas for advisory committee bodies. Other duties may be added depending upon individual program and advisory committee needs:

1. To review, evaluate and make recommendations concerning the content of instructional courses in the occupational program.

2. To review, evaluate and recommend the courses to be included in any total program area. This includes the addition/deletion or other forms of revisions to any existing courses within the program area.

3. To assist the college in the evaluation process of instructional techniques and instructional procedures with the occupational program.

4. To assist in the recruitment and screening of prospective staff for the instructional program including fulltime and parttime staff.

5. To make recommendations and suggestions concerning the use of instructional materials, including texts, audio-visual materials, lab assignments, etc.

6. To review, evaluate and make recommendations concerning the availability of program facilities, equipment, and instructional supplies for the given program.

7. To review, evaluate and make recommendations concerning supportive services such as: conseling; students placement; student clubs; etc.

8. To assist the college in its job placement services for students.

9. To assist the college with public relations efforts relative to occupational programs.

10. To review, evaluate and make recommendation relative to general budget matters in support of the occupational program.

11. To assist the college staff in preparation of class schedules and class scheduling for each semester period of program operations.

Advisory Committee Responsibilities

Although the power of an advisory committee is based upon advisement and recommendations, the input of any active advisory group is critical to the College Occupational Programs operations. Without such input, the College staff would be hard-pressed to make valid decisions based upon current industry needs and demands. Historically, active advisory committees have made significant contributions to program implementation and development.

Appendix P

A REMINDER

You have a date on the I.V.C. Hot Seat!

Day:

Date:

Time:

Our I.V.C. Hot Seat program is in full swing for this semester. I have scheduled a few professionals from our community to visit our campus and share their experiences and careers with a group of 20-30 students. We would like you to present a short talk (10-15 minutes) about your job. The remainder of the hour will be devoted to answering questions from the students. Some suggestions for your presentation might be:

1. Job description and duties
2. How you decided on this profession
3. Academic preparation or job training needed
4. Salary ranges
5. Chances for advancement
6. Employment prospects and trends
7. What you like most and least about your job
8. Anything else you feel would be helpful for students interested in this career

I have included an additional sheet which would help us in publicity through the I.V. Press and in introducing your presentation. Please fill it out at your earliest convenience and return it to me in the enclosed envelope.

A few days before your scheduled appearance, I will contact you by phone to confirm our appointment and to arrange a time that I could visit you to deliver a few copies of a flyer advertising your presentation plus a parking permit for our V.I.P.'s. At that time I will tell you how to get to I.V.C. and where to go on campus.

The Students and Staff at I.V.C. sincerely thank you for your community interest and commitment to education. I hope you will be able to stay for lunch in the Faculty Lounge following the program so that we could talk with some of the various instructors.

Sincerely yours,

Jack R. Javens
Career Counselor

SERVING IMPERIAL COUNTY

IVC
IMPERIAL VALLEY COLLEGE

P. O. BOX 158 • IMPERIAL • CALIFORNIA • 92251

714-352-8320
355-1193
356-2286

Appendix Q

CAREER SKETCH

NAME:

PROFESSION:

WHERE EMPLOYED:

PREVIOUS EMPLOYMENT

Company/Institution	Position	Dates

How long have you lived in the Imperial Valley?

SCHOOLS/COLLEGES ATTENDED:
Degrees held (if any)

COMMUNITY ORGANIZATIONS:

IVC
IMPERIAL VALLEY COLLEGE
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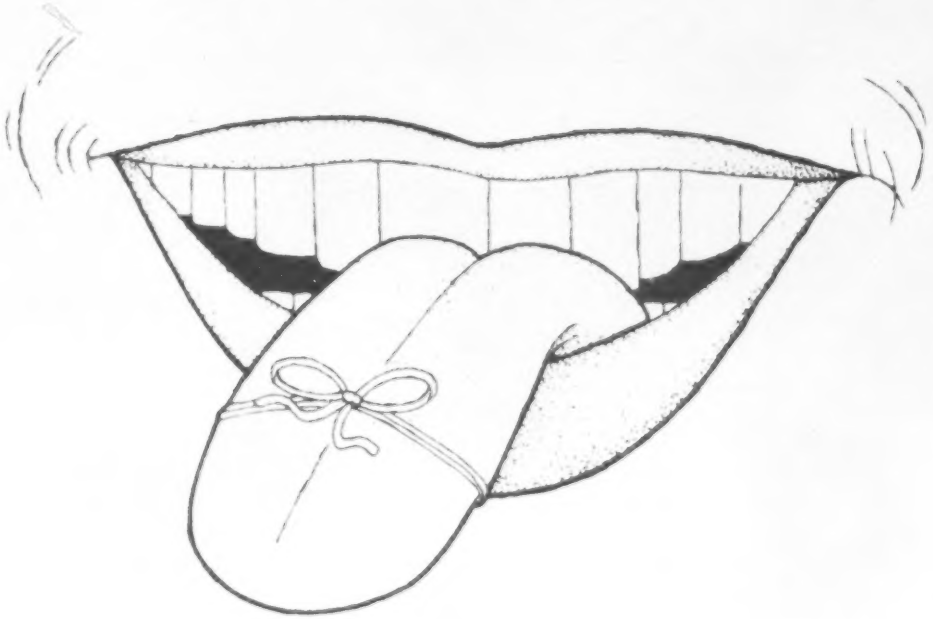
714-352-8320
355-1193
356-2286

Appendix R

Next on the IVC HOT SEAT!

Anita Hajos/Speech Therapist

Monday, March 22-10am
At the STUMP!



Ask About:

- Opportunities for Bilinguals
- Education
- Salary
- Jobs

Sponsored by
IVC Counseling Center &
Brawley Rotary Club

Appendix S

CALEXICO UNIFIED SCHOOL DISTRICT

P. O. Box 792
CALEXICO, CALIFORNIA 92231

March 18, 1977

Dr. Terrel Spencer, President
Imperial Valley College
P. O. Box 158
Imperial, California 92251

Dear Dr. Spencer:

During the month of February the Imperial Valley College Counseling Department began an intensive three-day counseling program with twenty-five Calexico Unified School District students. These seventh through eleventh grade students were members of our Mentally Gifted Minors Program.

Our M. G. M. Resource Teacher, Ms. Carolina Western, reports that the students found the experience enjoyable, rewarding, and enriching. They learned much about themselves and about what they might want to do with their future.

We'd like to thank you for permitting us to use your facilities and for the services of your staff. We would especially like to thank and commend Mr. Jack Javens and his assistants for doing such a marvelous job and being such warm hosts. Thanks also for Mr. Hector Lopez' support.

A special thanks to Mr. Javens for giving up his evening hours to explain the program at a Mentally Gifted Minors parents' meeting.

We hope your staff found our students an enjoyable and rewarding experience.

Thank you.

Sincerely

CALEXICO UNIFIED SCHOOL DISTRICT

Roberto Moreno

Roberto Moreno Supervisor
Pupil Personnel Services

RM:dg

Copy: Board Members
Mr. Dean Leptich
Mr. Hector Lopez
Mr. Jack Javens

SAN DIEGO GROUP TOURS CAMPUS. . . .Representatives of the San Diego Area Employment group take a lunch break in the Fireplace Room. Seeing the valley for the first time, the group was at IVC to discuss placement of students in work study and the Physically Limited Dept. They were hosted by the IVC Placement Services.

IVC counselor Jack Javens talks with mentally gifted students from Calexico junior and senior highs. The students are participating in a special education program at IVC concerning career planning. The program is being coordinated by Carolina Western, teacher from Calexico High School.

Career Guidance Theory and Practice
X314.16 - 3 Units

I. Qualifications

I have ten years of varied work experience outside of education. I also hold a Masters Degree in Counseling with California Community College Credentials in Counseling, Psychology and Business Education. For the past five years I have functioned as a Career Counselor and Instructor in the areas of career planning and decision making.

This course is needed because Imperial Valley educators have expressed the need to include vocational counseling emphasis in their various counseling programs (K-14). The course will be offered to counselors and concerned educators at the secondary and community college levels.

II. Organization

The goal objectives of the course, in their order of presentation, will be:

1. To understand Career Guidance in theory and practice;
2. To acquire a breadth of knowledge of the World of Work;
3. To understand interpersonal and group process skills;
4. To understand needs assessment and identification;
5. To learn various Career Guidance Methods;
6. To determine the placement function role in the school and community;
7. To understand public relations and community involvement with Career Counseling;
8. To develop implementation strategies and evaluation techniques for Career Guidance Programs.

III. Methods of Instruction

Each class period will be preceded by an introductory lecture followed by class discussion. Students will have an opportunity to put the various Career Guidance techniques and strategies into practice, interacting with undergraduate students. Students will also participate in the career planning process with undergraduate students who are enrolled in a parallel three-unit course, acting as facilitators and group leaders. Each student will be assigned three undergraduate student counselees for career planning.

IV. Evaluation

Each student will be evaluated by three assigned counselees. Short subjective and objective tests will be given to assess the students' understanding of the

various career theories and their depth of knowledge of the world of work. A major job analysis will be assigned and evaluated as to scope and content.

V. Bibliography

California Pilot Career Guidance Center. Program Guide, San Diego Department of Education, January, 1975.

Feingold, S. Norman. A Counselor's Handbook, The Carroll Press, Cranston, R.I., 1974.

Ginzberg, Eli. Career Guidance, McGraw-Hill, New York, 1971.

Imperial Valley College Career Center. Career Resources, Imperial Valley College, Imperial, California, 1975.

Osipow, S. H. Theories of Career Development, Appleton-Century Crofts, New York, N.Y., 1968.

Walz, Garry R.; Smith, Robert L.; Benjamin, Libby. A Comprehensive View of Career Development, American Personnel and Guidance Association, Washington, D.C., 1974.

Appendix U

M E M O R A N D U M

Counseling Center
Imperial Valley College

To: All Counselors

Date: 9-3-76

From: Jack Javens

Re: Psych 8/HR 8
Class Plan

Each week I will provide the Counseling Staff with a suggested outline of the following weeks activities for Psych 8/HR 8. In addition, we will hold a staff meeting each Friday to discuss these activities. This class planning will cover material for the entire week and should apply for courses that meet once or twice a week. I suggest you keep these weekly sheets in a 3-ring binder (possibly the same one you use for attendance).

Activities

1. Roll
2. Drop/Add
3. Introduction - brief overview of course
4. Text required - explain
5. Name Game - Instructor starts of off, saying, "My name is (Jack)." Each student by row or table repeats this by first saying their own name and then the first name of all those who preceded him/her. The exercise continues until everyone has been introduced. See me if you have any questions. I hope to be able to visit each of the first Tuesday classes.

Materials Needed

1. Class roster (or sign-up sheet)
2. Drop/Add cards
3. Sample - COED Text
4. Handout - grades

/d